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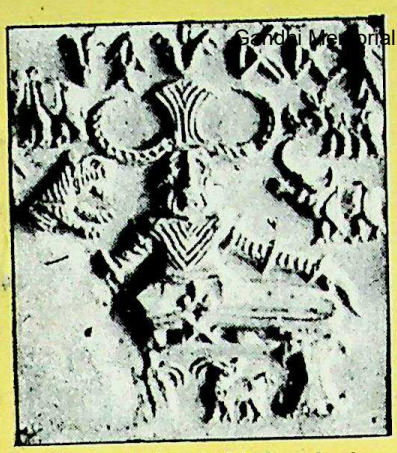

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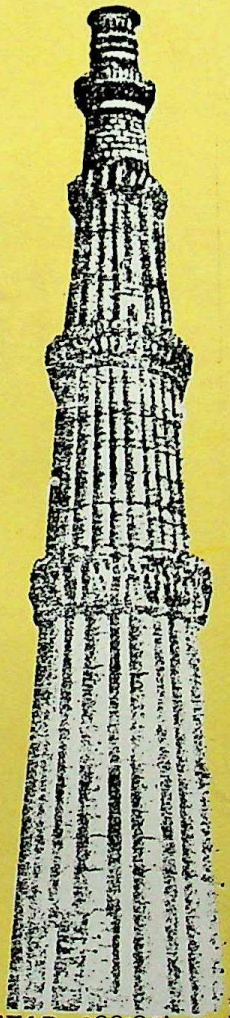
TEACHING OF HISTORY



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TEACHING OF HISTORY

(According to latest B.Ed. Syllabi)

by

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Dr. M. L. Wangoo

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Preface

During our long experience of teaching, supervising and evaluating B.Ed students, we have often felt the need for a non-sketchy, but a broad-based book for the Teaching of History to meet the requirements of the B.Ed students in universities. Besides, our interaction with B.Ed trainees, training college teaching staff, members of the college teaching staff, members of the Faculty of Education in some universities, fellow teachers at the school level and parents of the trainees, we have realised that the book should offer a comprehensive background of the subject etc., to meet various challenges of the teaching-learning process. Subsequently, a humble attempt is made by us to present the required reading and allied material for the teacher trainees and others in the form of this book, Suitable examples, maps, graphs, tables, charts etc., have been added at relevant places to meet the needs of the NCERT course in history for classes VI to X of the national pattern of 10+2 schooling.

The authors have taken pains to keep almost all the imperatives in view, but still they welcome healthy suggestions and scientific criticism (on publisher's address) to improve the material further because there is no end to improvement.

The book has three main broad divisions, namely, methodology of teaching (chapters 1 to 18), content (chapters 19 to 31) and a number of lesson plans in History, and some on Civics for the convenience of the trainees. Attempts have been made to incorporate some topics on Civics taught along with History in some training colleges. Prof. C.L.Kachroo has taken the work of presenting material on content with regard to various world civilizations, India's freedom movement (1885-1947),origin of life and early types of man, and a few lesson plans, while the rest of the material is the humble contribution of Dr. M.L.Wangoo.

The authors are indebted to Sh. S.K.Rawal, Chief Librarian, G.M.College of Education, Jammu for providing readily the excellent reading material for the preparation of the book in hand. To Prof.(Mrs.) Rama Kaul of the same college, we are obliged to her for sparing her rare reading material on the subject from her personal collection of good books.

Dr. (Mrs.) Usha Thusoo, V.B.College of Education, Jammu has

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Lastly, thanks are due to Mr. Ramesh Tikoo, Prop. Regional Computer Centre, Jammu for the computer composing of the book.

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"History is much more than a mere chronicle of events. It should, as far as available data permit, seek to explain or throw some light on the gradual evolution of the characteristics of the society with a view to help solve the problems which it faces today."

—R.C.Majumdar & P.N.Chopra.

Chapter 1

HISTORY— ITS NATURE, SCOPE, DIMENSIONS ETC.

1.01 What is history?:

The meaning of the word 'history' is different to different persons. Therefore, it is not possible to offer a universal definition of the term 'history'. However, we will try to examine various definitions and then try to arrive at a conensus to evolve a working definition to suit our requirements. Everyman's Encyclopedia Vol. 6 records that the meaning of the Greek word 'historia' is "that which we come to know as the result of an inquiry." It includes 'information or an enquiry designed to elicit truth'. Therefore, it is implied that history is not simply what we come to seek or believe to have occurred or taken place. It intends "to examine, analyse and explain past events, particularly of human affairs."

To Henry Johnson "History in its broader sense, is everything that ever happened... history, in the usual acceptance of the term means history of man. The materials to be studied are the traces left by his existence in the world, the present ideals, present social customs and institutions, language, literature, material products of human history, physical man himself, the physical remains of man, his thoughts, feelings and actions."

R.G.Collingwood believed that "Events of history are the things which the historian looks, not at, but through, to discern the thought within".

Rabindranath Tagore remarked, "There is only one history— The History of Man".

Prof. E. J. Rapson believed that "History is a connected account of the course of events and the progress of ideas."

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Jawaharlal Nehru took history as "the story of man's struggle through the ages against nature and its elements, against wild beasts and the jungle, and last and the most difficult of all, against some of his own kind who have tried to keep him down and to exploit him for their own benefits".

To Cicero history "indeed is the witness of the times, the light of truth".

E.H.Carr believed that "history is an un-ending dialogue between the present and the past".

H.G.Wells, the great scientific-fiction writer, declared that "Human history is in essence a history of ideas", to help mankind to march on the road to progress.

Huznig took history as the "intellectual form in which a civilization renders account to itself of the past".

Croce declared, "History is the present thought about the past, history is thought and nothing else".

Prof. Ghosh emphasised that history "is a scientific study and record of our complete past".

To Arnold Toynbee, "History is an investigation into human affairs on the move".

Dr. S.Radhakrishnan regarded history as "the memory of a nation or a race". Marc Block felt that history "is the science of men in time".

There is no end to the number of definitions of the term 'history'. But when we analyse the various definitions and interpretations, we come to the conclusion that history is a record of continuous series of events that have taken place on the globe ever since its creation. It is certainly a record of human evolution right from its unclear past, registering growth and changes. In short, history is the study of man in various ages and stages, providing answers to 'What', 'Why' and 'How' of multiple happenings, right from the earliest days to the present times.

1.02 Nature of history:

The delicacy of the discipline of history lies in its nature, which is multifold, reflecting various aspects, discussed briefly as follows:-

01. To begin with, there is perfect agreement among historians that

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history is the study of man in the light of his struggle, hardships, and achievements spread over "land and ocean, without rest". By and large, man has not been at rest. His present conditions prove the fact that he has constantly been at war with his environment to reach the present stage of growth. Various factors like social, economic, religious, political, cultural etc., have so greatly influenced him that he has registered indelible impact on all events, taking him higher and higher towards the goals of development and variations.

02 The natural job of history is to explain the present which has a strong bond with the past. It helps us to study and analyse the evolution of mankind through various stages. The relationship between cause and effect is established when we analyse facts and figures about happenings recorded in various historical forms. This leads us to evolve certain general laws which have governed mankind from time to time in their struggle for survival, the survival of the the fittest person, group, tribe, society etc.

03 As history is concerned with man in time, it is obvious that time factor is the hallmark of history. Various events have taken place on the face of the earth, and each event took place at a particular point of time. Time factor, therefore, adds to various events to highlight past. So, it is correct to say that history is an embodiment of the process of human development at various intervals of time. Prof. V.H.Galbraith observes that "if time were to stand still... history would soon cease, once the existing evidence was fully shifted". By 'time' is meant the various changes registered all over the world, which automatically includes the human race. History, therefore, clearly reflects that changes are inevitable as nothing remains static. The long travel from the cave age to the nuclear age is no ordinary achievement of man, who has lived through different stages of evolution.

04 Man in space, is another concern of history. We study both individuals and nations in the light of physical and geographical backgrounds to arrive at safe conclusions. It is fascinating to know the interaction between man and his environment, and vice-versa to understand the dynamics of social, economic, political, religious, cultural and allied factors that influence man's actions and achievement. Man's fight against hostile natural

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and other forces, has made his life worth living here on the surface of the earth. He has certainly travelled from barbarism to a civilised state of affairs through his individual and collective efforts.

05 History is taken to be an unending dialogue between the present and the past. It is rightly remarked that history "is a veritable mine of life experiences and the youth of today study that they may profit by the experiences of the human race". Thus, our present problems can find directions for solutions in our past history, and at the same time the present events certainly lay foundations for 'the shape of things to come'. It is therefore very apt to study history to provide clues to analyse and interpret the present in the light of past. Thus the study of history prepares our youngsters in schools and colleges to enter the world without any confusion, Sir John Seeley from Britain told his people emphatically, "I tell you that when you study history, you study not the past of England, but her future. It is the welfare of your country. It is your whole interest as citizens, that is the question when you study history". Therefore, it means that "History is the present thought about the past".

06 It is in the nature of history to predict future, or we can say that history has a 'forward look'. In the words of Edward P. Cheyny, — the propounder of the 'law of history'—some of the important laws are as under:-

"(1) The law of continuity, of development and of a change in the development.

(2) The law of interdependence under which human beings attain prosperity or suffer setbacks.

(3) The law of ever- progressing democratic principles.

(4) The law of moral progress, moral laws and their effect far stronger than the material influences".

In the same direction Prof. Ghosh hints, "It is more vital that we should actively create the future than gain an exhaustive knowledge of the past. In all our constructive work, let us arguing by analogy and the lessons of history, project the probable course of past

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tendencies into the future and plan out a much better world than the sex- obsessed, neurotic, power maddened, plutocratic world that is shooting to its doom before our very eyes".

07 History is the mirror in which we observe the growth of human consciousness, both individually and collectively. It is a known fact that man has progressed over a long duration of time from the cave stage to the present advanced stage, with its enriched civilization and rapid development. The old concepts of Greek city- states have been replaced by the modern world-states with very enormous population and great progress. People all over the world have individually and collectivelly contributed towards the growth and development of mankind by the application of science and technology. When we turn the pages of history, we discover marvellous achievements of mankind in the ancient, medieval and now in the modern times. Human beings are endowed with consciousness in terms of mental faculties which awake and make them aware humans about their changing surroundings.

08 History reflects continuity and coherence as its hall mark. History is a huge record of human progress, handed over by one generation to another generation, and when this progress does not uphold coherence and continuity, it loses its weight and direction. Human development and other developments cannot be well understood and appreciated if these do not strictly follow continuity and coherent growth. Freeman has said, "history, being in the main, the story of evolution on earth, continues to be one. It is a complete and never- ending story of man's progress".

We notice in the study of history that mostly each period or era is well knit and interlined with each other, to look like a one- piece story of man.

To conclude we can say that the nature of the discipline of history is varied and it embraces many aspects in its fold. History being the story of man—both men and women, young and old, rich and poor, rural and urban etc.,— contains in its annals what mankind has done at a point of time and left it for the next age or generation to enjoy or suffer, or both enjoy and

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suffer. Good and bad things are a part of the legacy of civilization. Men gradually have mastered the art of correcting their mistakes or blunders with the passage of time and then adjusting with the changed environment. So, Bacon has said, "where the poets make men witty, mathematics subtle, natural philosophy deep, morals grave, logic and rhetoric able to contend, histories make men wise".

1.03 Scope of history (why history?):

There are various reasons for studying history:-

01 *Vast scope:* History as a discipline has vast scope. It depicts the story of man from various angles to offer an overall picture, with its successes and failures to project a holistic view of different social, economic, political, religious, cultural, scientific and other aspects of life during various stages of growth and development.

02 *Fund of knowledge:* History provides a fund of knowledge about local, regional, national and even international developments and knowledge. It is unfair to limit the knowledge of a history student to his own country only, but he or she is to be provided with the story of various events from other countries as they have affected the whole world at different occasions. It widens the scope of history and a global picture is evolved to enrich the understanding of students and the reading- public.

03 *A mine of life experiences:* Jones rightly says, "History is a veritable mine of life experiences and the youth of today studies that he may also profit by the experiences of the race". History is a treasure-house of human experiences, both positive and negative, and these serve as a guide for any generations to improve its present performance and equip itself with the best possible guidance and knowledge.

04 *Arouses imagination and sharpens desire:* History as a course of study for our younger generation helps to arouse their imagination and even to kindle a desire in them to know more and more to quench their thirst for historical learning. For example, while discussing the Freedom Movement in India with our students, we have to go about it methodically, so that the students get motivated to study the contribution of great

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freedom fighters like Gandhi, Nehru, Azad and a host of other personalities.

05 *Offers forward look:* History offers, what is termed as "forward look" to help our students to be in a position to guess the shape of things to come. It is the best type of education which history promises to offer, provided the subject is well-handled by the history teacher, who should be an all-rounder. It helps students to become future-oriented. It is a very important subject of study for IAS, IPS, Defence Services and other services for it enriches the background of enabling them to visualize the future clearly, in the light of past and present events.

06 *Follows inter-disciplinary approach:* The scope of history has enhanced because it has become interdisciplinary embracing the formation of the study of Economics, Politics, Geography, Sociology etc., raising its prestige very high and gives it a dignified place as a great source of information.

07 *Varied histories for different people:* Many historians have tried to classify history into social history, economic history, political history etc., but these are so interlinked that we get the overall picture of man's story from a particular angle. We cannot under-estimate the role of any social, economic or political factor in the long human development, and at the same time there should be no conflict among the various histories to express the superiority of one history over the other. In this way a knowledge-seeker's understanding is sharpened and fashioned to meet his requirements in a particular field of history. For the comfort of the cross- section of history- lovers we have also available varied histories captioned as History of Art, History of Science, History of Computers, History of Indian Culture and Civilization, History of Civilization, History of Literature, History of Religion etc., just to meet the demands and aspirations of a variety of readers, researchers, historians, teachers and others.

08 *A record of great progress:* It is fascinating to visualise "Man's growth from barbarism to civilization" through the writings of great historians like Prof. Arnold Toynbee, H.G.Wells, J.L.Nehru, R.K.Mookerjee and others. "Story of civilization" when presented by UNESCO'S film strips, brings the story of millions of years of man's struggle from the Cave Age to the

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Present Age, as a vivid, lucid and easily- not- forgotten piece of great information in a short span of time. It is presented judiciously and clearly for the lovers of human growth and development. This reflects the comprehensiveness, variety and breadth of the whole exercise in history or historical knowledge —a gift of the scope of history.

09 *Glorifies the present:* The scope of history is such that it glorifies or illuminates the present. It is impossible to highlight the present without knowing the past. The past is the raw-material with which is built the super-structure of the present. History being the story of man, is both old and new. In fact we cannot reach and acquire in-depth knowledge of the present, unless we wisely and slowly travel through the past.

10 *A research of truth:* History is like an ocean and has no frontiers. Any one who comes to quench his thirst for knowledge, can have as much as he or she likes. The seeker's thirst, dedication and strong convictions will take him where he wants to go, to seek the truth, inspite of the hurdles encountered.

To conclude we can say that history is a vast and a great subject. Since in our schools we have to deal with the young people who need to keep their level of maturity, age, aptitudes and interests in view, we have to emphasise the social, economic, political, religious and cultural aspects of human history and then inter- mix them to produce a composite view. The future of citizens of India should have a thorough knowledge of the development of mankind as a whole, whether in India or any other part of the world. History should be taught as a complete story of man through the ages, his relations with others in and outside his country, his aspirations, achievements, hopes, sorrows, successes and failures, to provide complete education so as to enable them to face the challenges of the coming years.

1.04 Dimensions of history.

William Shakespeare believed that life is a stage where every human being is an actor and where he has to play his part. It becomes the duty of the history- writer to study, record, analyse and interpret history to see the part played by human beings in different parts of the world. If

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history is carefully and faithfully analysed, it is bound to be composed of various dimensions, namely, a) time, b) place, c) development and d) continuity. Let us take each dimension separately as follows:-

a) *Time factor:* Time factor is an essential dimension of history. We can compare hsitory to a stream which has been moving through its hazy past, sometimes slowly and sometimes quickly down to the present day. There is hardly any historical event which has taken place in vacuum, history takes place in the dimension of time (or at a point of time) which itself is continuous like the flow of a stream. The stream has been going on, mostly non-stop, and it cannot recede, and as such the various historical happenings or events have to be seen in this stream of time. Thus, Marc Block remarks, "History is the science of man in time" and even Prof. Galbraith supports the same view by declaring "If time were to stand still, hisotry would soon cease, once the existing evidence was fully sifted".

(b) *Place factor:* Whatever events have taken place at different periods of time, they have primarily taken place on the surface of the earth. Geography and environment, particularly the physical environment, demands full understanding of the place. Man has struggled very hard to shape his environment at different places in his struggle for existance. So, we shall fail to have a correct assessment of history if the nature and nurture of a place at the point of time is not fully accounted for. Particular places have great significance in the history of a country. Many places have great historical significance as these have been in the focus. For example, the First Battle of Panipat in India took place in Delhi in the year 1526 A.D. Auranzeb, the last great Mughal king, spent more than half of his life as king in Deccan till Deccan became a sore for him. The Battle of Plassey was fought in Bengal between the British and the Indians in the year 1757, Alexander the Great from Mocedonia, crossed the river Chenab (Akesines) and overpowered the tribes living between the Chenab and the Ravi before attacking Poros (the king of the Jhelum territory). When Fahien (399- 411 A.D.), the great Chinese traveller, was in India to seek knowledge about the Buddha, he visited Gandhara, Taxila and Peshwar also.

From these examples we deduce that historical happenings have been influenced by geographical situations. Therefore, it is implied that there is great importance of a particular place to understand a particular event in history. In the same context, Carlyle confessed that "'time' and

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'space' have been labelled as the two lamps of history which provide a lot of illumination to a historian, a lover of history, or a researcher in history.

c) *Development factor :* History is a record of development of man's evolution, growth etc. On many occasions one period of history gets merged with another period to explain human development in rapid way of uninterrupted succession. The process of development is unending, reflecting various aspects of development of the human race. Development is visible by seeing how man has toiled to bring many changes under odd circumstances, in different situations at different points of time. Ibn Khildun reflected long back on this development by saying that "History is the record of human society, a world civilization, of all changes that take place in the nature of that society, such as savagery, sociality and group solidarity, of revolutions and uprisings by one set of people against, another with the resulting kingdoms and states... and in general of all transformations that society undergoes by its very nature."

The study of history therefore "deepens the knowledge of students about the character of the society they lived in, its social and political weakness so that necessary steps are taken to eliminate those weaknesses with a view to maintain the tempo of social progress". This stresses the fact that history is essentially concerned with man in time.

d) *Continuity factor:* Continuity is observed in the development of man in all directions in every age. Social, moral, political and even religious changes are marked by continuity. It is, therefore, said that "Springing from events, especially of the past few centuries, the modern spirit nevertheless looks ever forward. A debtor to the past, will be duly creditor to the future. It will determine the type of individual and social betterment through coming centuries. Such an idea is implied in 'the continuity of history'.

It is well established that a human event does not exist in vacuum, but it is the outcome of a previous event or events. Human progress is recorded from one generation to another generation, from one kind of society to another kind of society, and so on in order to retain continuity. And often continuity is accompanied by coherence of events.

From this varied account we can frame certain hanging concepts of history. Writers of history focussed their attention on the combatant exploits of kings and queens, ministers, generals, warriors, patriots,

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freedom fighters, war heroes, national heroes, and other persons of wit, vigour and opportunism. This served the needs of the then times and the identification and recognition of these personalities was suited to the tradition that existed in those times. The accounts of events were even in the form of fables, stories, poems, commentaries etc. Thus the subject-matter of history revolved round some selected personalities.

In the medieval period theology had a dominating impact on history where discoveries and the role of Divine Plan in History was stressed. It was only in the 17th century when history switched over to the use of archeology to make it more acceptable and a reliable record.

The 18th century made the use of philosophy to interpret history. Societal and allied developments of mankind became the interest of historians during this period.

The 19th century tried to interpret history from a political angle and even scientific method of dealing with history was evolved. So, laws were framed, chronological approach was encouraged, and history and politics were wedded together by declaring that "if history is the root, politics is the fruit, and vice- versa".

Early 20th century saw history be accepted as 'the true science of society'. It meant that history was the science of sciences as it had gradually started focusing its attention on the four pillars of the discipline, namely, places, people, time and ideas, understanding it in its right perspective. K. M. Munshi, felt "To be a history in the true sense of the word, the work must be the story of the people inhabiting a country. It must be a record of their life from age to age, presented through the life and achievements of men whose exploits become the beacon light of traditions".

The scope of history has increased gradually and the best way of civilising our young generation is possible through the study of history. Our children in our schools, to enter life gradually need to become good citizens with the aid of history, which has gained this important status in recent years.

1.05 Is history a science or an art?:

Arguments in support of history being a science or an art, have been given by various historians, history writers and history interpreters. Let us variously examine the two sides of the issue by stating the

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arguments put forth.

Science, to begin with, is the systematised knowledge of the universe gained by mankind though observation, analysis and interpretation. The isolated facts of science are inter- related to present a whole picture which is concrete, lucid and open to verification or testing. The scientist verifies and evolves his results in his laboratory after constant investigations and application of scientific rules, laws and principles. In the light of the realities about science, we cannot label history as a science in its strict sense because of the following facts:-

1) History offers unique and complicated facts which many times fail to convince everybody.

2) It is often difficult to collect historical data for investigation and analysis to arrive at definite conclu-sions. This is more true of historical sources pertaining to pre-historic and ancient period of our history.

3) There is no uniformity in historical facts collected from different sources about the same event.

4) Subjectivity in human behaviour has generally influenced history writing, collection of data and even interpretation of facts. In this way history gets biased, making it to lose the charm of objectivity.

Thus it follows from the above points that it is difficult to accept history as an exact science like Chemistry, Mathematics, Physics, Botany etc. It is at best a Social Science, and safely the 'queen' or 'mother' of Social Sciences. If a scientist uses his laboratory, farm or field to conduct his experiments, a historian or a researcher in history has the whole world and the society at large as his testing ground to collect data. Now-a-days historical investigations or methods are closer to scientific methods for they rely on (a) scientific observations, (b) comparison of facts and formulation of rules, opinions etc., (c) analysis of the whole data, and (d) the interpretations flowing from the analysis of data. In this way truth is separated from untruth, and the conclusions drawn are open to scientific criticism. Thus history has become a science-like subject.

Those who plead that history is an art claim that the job of art is to reflect emotions and feelings. Also, the supporters of this view believe

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that art is the practical application of the acquired knowledge for seeking the truth. Therefore, historians write history in a literary style, resting their arguments in the belief that history has generally been a part and parcel of literature. This makes the narration of history a subjective process which is evident in the great Indian epics— the Ramayana and the Mahabarta— valuable pieces of literature and history.

To conclude we can remark that in 19th century serious attempts were made to make history a science as well as an art. In reality, "history is a unique subject possessing the potentialities of both, a science and an art". When we say that history is an enquiry to seek the truth, it is a scientific approach, and when we say that history is an art, it means that facts are to be presented as if by an honest artist who would present historical knowledge in an un-biased narrative to uphold its impartial and realistic character. There is something common between a historian and an artist, as both are capable of depicting life and life situations, upholding harmony and wholesomeness, giving due weightage to the conditions prevailing at a point of a time. History is not simply a piece of literature unless the attempt is made to discover the truth by delving deep into the heart of situations, which have remained hidden so for because of one reason or the other. The presentation of historical events emphasises flexibility, variety, excitement, freshness, vividness etc., pertaining to historcal events to make the discipline a significant study.

Modern concept of history– both its being a science and as an art– expects that "History should arouse the imagination of the learner and kindle a desire in him to know further. However the stress is on the functional aspect of History". It should also become, as Jones says, "a vertible mine of life experiences and the youth of today studies history that he may profit by the experiences of the race".

1.06 Scientific approach to the teaching of Indian history:

It is recorded by D.D.Kosambi that "At the very outset we are faced with what appears to be an insuperable difficulty. India has virtually no historical records worth the name. What little is left (in India) is so nebulous that virtually no dates can be determined for any Indian personality till Muslim period. It is very difficult to say over how much territory a great king actually ruled. There are no court annals in existence, with a partial exception for Kashmir and Chhamba". Remarking about the history writers of Indian history, C.H.Philip has

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said, "Historians of the people of the sub- continent have in the past operated rather like isolated guerilla fighters in a jungle, often performing feats of individual brilliance, but lacking discipline and only vaguely aware of the part they should play in a general campaign". Therefore, it is evident that writing history of India by various authors and experts is of recent origin. The historical account written during Muslim period had a touch of flattery for the persons or the dynasties written or involved. History writers during the British rule in India had subjective approach to history. It was in 20th century when historiography came to be written. Historians have taken pains to conduct indepth research in history of the country to present fresh accounts in a scientific manner, but it is reported, "the modern study of the history of the sub-continent of India has developed within a two- dimensional frame- work; preoccupied with men and events, and neglectful of intellectual history and of the influence of ideas— so we see it flat, lacking a three- dimensional view of the folds, creases and convolutions of the cloth of history".

It is after independence in India that a scientific history of the country is being written by Indians themselves, maintaining excellent standards. New excavations (archaeological evidence), coins, private historical accounts and the like are subjected to hard tests to determine their authencity, dates, nature of writing etc., before being accepted for inclusion in history books and historical records. Distortions of facts, prejudicial writing (creating hatred and tensions) religious bias etc., is greatly controlled. Writers of repute (Nehru, K.M.Munshi, Azad etc.,) great private organizations (Bhartiya Vidya Bhavan, Sahitay Academy) university departments etc., have come forward to rewrite about the history and culture of India.

While teaching cultural history of India, it must be borne in mind that Indian culture reflects 'unity in diversity', it has always been changing to suit our genius and it has never been monolithic in character.

Thus, let us conclude that Indian history has travelled a long distance in the 20th century, particularly after 1947 and it has gained stature and status in the society. We have to agree with Ibn Khildun, that "History is the record of human society,... of the changes that take place in the nature of that society with their various ranks, of the different activities and occupations of men, whether for gaining their livelihood or in the various sciences and crafts, and in general of all transformations that society under goes by its very nature". Today history has become a

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transparent subject, making it a science, and more and more people are studying it for gaining knowledge, guidance, skill etc.

Learning Assignment

01. Give the various definitions of the term 'History' and then draw your own concept of history.

02. Discuss the nature and scope of studying history in our schools.

03. What are the various dimensions of history? Discuss them.

04. Is history a science or an art? Draw your conclusion and support it by examples.

05. Explain the scientific approach to the teaching of Indian History.

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"We teachers need to know where we want to get to, otherwise we may walk a long way, get very tired and accomplish practically nothing".

—S. V. P. Henderson

Chapter 2

AIMS, OBJECTIVES AND VALUE OF TEACHING HISTORY

2.01 Introduction:

From time to time the aims, objectives and value of a course of study or a discipline keep on changing yielding place to new or additional ones. Likewise, the same has happened in case of history. So, to begin with, let us try to understand the words aims, objectives and value in the field of education.

The basic meaning of the word 'aim' is to "point, send, or direct towards a target". An aim also means the "ultimate objectives". "Aims enable us to act with meaning and give direction to the activity". Prof. John Dewey states, "Acting with an aim is all one with acting intelligently". However, it is worth noting, as Horne says, "there can be no one final aim subordinating all lesser aims to itself". Also, "there is something in all aims, but not everything in any one of them". Therefore, it is necessary for a conscientious teacher of any subject to be familiar with the aims etc., of the subject he or she is to teach. If aims of the subject are not known to the teacher, he will be like carrying his students on a journey the destination of which is not known.

By keeping the aims in view, a teacher selects the material for instruction, and also decides the methods of teaching for the subject or the topic in hand. Both, the student and teacher, remain on the right track, "unless a person knows to what port he is steering, no wind is a favourable one". So naturally without the knowledge of aims and objectives, a teacher feels like a boatman whose boat does not know the direction in which he is going with the passengers in his boat. It is very necessary to formulate aims of the subject at different levels of study in order to reach our goals without any hinderance and problems. Henderson reminds us, "We teachers need to know where we want to go to, otherwise, we may walk a long way, get very tired and accomplish

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practically nothing".

Education in general provides a lot of guidance pertaining to the questions of aims, objectives etc. Different schools of ducational thought provide many aims of education from various angles. But the aims of teaching history have been different at different stages of education.

The basic meaning of the Greek word 'historia' means 'to know, the (truth) as the result of an inquiry'. The 'Father of History'— Herodotus— made efforts to make history a distinct branch of learning to enable people to know the truth. The middle ages found that history was brought nearer to theology and its aim was to teach "religion, morals, ideals of life, social virtues and many other things". With the coming of Renaissance, the aim of history was to return to the humanistic view of history based on that of the ancients... it became a function of the historian to study and interpret human actions and human thought". Voltaire, the great French encycleopedist expected history" to ascertain how men lived in the interior of their families, and what were the arts they commonly cultivated... I want to know what were the steps by which men passed from barbarism to civilisation".

The 19th century saw the efforts of Karl Marx, Max Muller, Von Ranke and other great persons whose aims of teaching history were nearer to the present-day aims of teaching history, which include "discipline of the memory, the imagination, the judgement; the setting up of ideas of patriotism, of conduct, of social service; the illumination of other studies especially geography and literature; and the establishment of intimate relations with current events..."

Let us briefly explain below the aims etc., of history.

2.02 Aims and objectives of history in India and the recommendations made:

There is ample evidence to show that history as a separate discipline did not exist in India till the coming of Muslims. A. L. Bashan records, "History in fact, is so far as it existed (in India), was a branch of religion," and its aim was to preach and practice Dharma (righteousness), Moksha (salvation) etc., to evolve noble characters. It is therefore that the Ramayana and Mahabharta bring in limelight the high charactered life of the people, their rulers and other dignitaries. Muslim history laid stress on moral development and allied things, but with the coming of the Europeans, particularly, the British, the very aim of history writing

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underwent a change. There was lot of distortion of facts giving a place of pride to the rulers. History of England was compulsorily taught in Indian schools bearning no correlation with our socio-economic and political set-up. As such history remained only as an 'examination subject'..

It was after independence in 1947 that a number of commissions and committees gradually remodelled our thinking and approach towards the subject of history , laying down a new set of aims, objectives etc., conducive to the spirit of modern independent India. Today, history as a school subject is in accordance with the aims of education in India. Therefore, let us refer to various observations on the aims of history.

The Secondary Education Commission Report (1952-53) for the study of Social Studies (History, Civics, Geography and Economics) emphasised that the "whole group of studies has to be viewed as a compact whole whose object is to adjust the students to their environment— which includes the family, community, State and the nation— so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living".

The Report of the Education Commission 1964-66 recommended Social Studies for Indian schools with the aim of helping "the students to acquire a knowledge of their environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world... by the separate subjects of history, geography, economics and civics... as they have their own place in a balanced school curriculum".

The Education Policy (1968) 'aimed to promote national progress, sense of common citizenship and culture, and to strengthen national integration... and a closer relation between education and the life of the people'. This was to be achieved through the study of various subjects where history had an important role to play.

"The curriculum for the Ten-Year school" a framework evolved by the National Council of Educational Research and Training, New Delhi in 1975 writes about the aims or objectives of the study of the social sciences (where history is included) "is to acquaint the child with his past and present geographical and social environment... help the pupils to take a keen interest in the ways people live and function through

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various socio-economic and political institutions... enable the growing citizen of tomorrow to participate effectively in the affairs of the community, the state, the country and the world at large".

2.03 Values of teaching history:

Let us refer to Ghate who says, "While a great aim or ideal may lead us to undertake an ability, we may meet with manifold experiences in the course of realising that ideal. These experiences are the values which we gain". So, teaching of history offers many experiences to the students and which in reality are not materialistic, but are disciplinary, humanising, cultural etc., in nature. Various values of teaching history to our youth may be listed as follows:-

01. *Information value:* History is an ocean of life- experiences. It links our past with present life. The growing curiosity of the young learners as C.P.Hill says can be satisfied in unique ways by knowing "about other people, about their lives, personalities, deeds and ideas; and it can awaken an imaginative wonder and excitement about the whole world of humanity, past and present". The bundle of stories, biographies, chronicles, fables, myths and real life accounts etc., are treasured in historical books and these become live to children when the same are presented scientifically to impart a fund of valuable knowledge.The teacher has to be tactful in arousing the learner's curiosity and interest for studying history so that he is equipped with proper information and knowledge.

02. *Intellectual value:* A constant exposure to history through different methods of teaching gradually results in intellectual discipline among the seekers. C.P.Hill believes that intellectual training prepares "pupils to be accurate in comprehension and expression to weigh evidence, to separate trivial from significant, to distinguish between propaganda and truth". This leads them towards a critical outlook on history. Thus, with regard to value of history, Bacon has said, "Where the poets make men witty... histories make men wise".

03. *Ethical value:* Oratarion considered the study of history ethically useful for it provides "great value in cultivating judgement and in stimulating right conduct. It is a great mirror

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in which we see ourselves, and learn to know and to judge ourselves rightly".

In present- day India the erosion of many ethical values is a problem, leading to cynicism etc. Therefore, let us use education in general and history in particular as a strong means to cultivate such social, moral and allied values which befit the Indian society. Jarvis reminds us "Lead the children to measure goodness by success and to train them to love,justice, and goodness and truth, not for themselves alone but for the sake of the material benefits which are supposed to accrue".

04. *Cultural value:* Learning about the story of man from the earliest times to the present times, points out the various life styles, modes of behaviour, pride and prejudices, usages and practices, beliefs and wrong notions, art and literature, customs and traditions of people at different stages of growth. How much of cultural heritage of mankind has been retained and how much modified becomes clear to the modern student of history. Today the shift of emphasis is on the evolution of such a culture which brings people nearer on the globe. In one of the publications titled "The Nation and the Society" by the N.C.E.R.T., New Delhi, (1969) says that the "understanding of the evolution of Indian society through the ages and an appreciation of true national heritage of India can make a definite contribution to the promotion of national integration".

05. *Political values :* In the words of John Seeley, "The historian is a politician of the political group or organism, the state being his study. To lecture on political science is to lecture on history". There is a close link between history and politics. History is the root and politics is the fruit.

Modern approach to social sciences demands that history be taught to shed light on these sciences. For example, the constitutional development of India cannot be grasped without the aid of history which describe the forces at work which resulted in various constitutional improvements. In fact history and politics go hand- in -hand to explain causes, effects and the course of our past and present events.

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06. *Nationalistic value :* History of India, provides many examples to show how worthy citizens were produced when the knowledge of the state of affairs at different periods was presented to the people through history. The spirit of patriotism is developed through history by avoiding the "narrow patriotism". The need of the hour is to present the national history of the country to show how people from different religions, sects, languages etc., forcefully contribute their joint might to strengthen India just as it is done in other parts of the world even today.

In India the contribution of great patriots like Bhagat Singh, Rana Pratap, Shivaji, Gandhi, Rani Jansi, Patel, Nehru, and others has to be stressed to inspire the new generation to develop a nationalist outlook, very essential to safeguard Indian democracy

07. *International value :* Since history is the story of man, who is a global entity, he is not confined to a particular country, region or sect. In fact there is inter- dependence of one country on another country, in one way or the other. So, keeping this in mind, a world understanding is highly desirable today through goodwill, co- operation, sympathy, toleration, closer contact etc. among the people of the world. History can certainly create a good world order where co-existence and peace can be ensured to instil among people a spirit of world- citizenship.

08. *Educational value :* History has great educational value especially when the teacher makes the use of story- telling method for children. Many ideas go deep into the minds of young children through stories. They can be motivated to focus their attention on old relics and old documents. Here H. Jarvis opines, "If we invest with the charm of romance, old ruins, old manuscripts, old remains of any kind, that are reminiscent of other times, our pupils will learn to regard them with reverence, demanded by their age alone, even apart from association".

Since history concerns itself with human behaviour and activities, it has great educational value to equip younger generation with quality education.

09. *Vocational value :* It is not surprising that the study of history

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can prepare youngsters as history teachers in schools, colleges, universities and elsewhere. It can also prepare young boys and girls as archeologists, curators (in museums), archivists, experts on numismatics, central and state government registered tourist guides, journalists, civil and military correspondents, history experts, researchers, correspondents, consultants on culture and civilisation etc., after undergoing some vocational/professional training at different institutions in the country.

10. *Disciplinary value :* History has disciplinary value to provide ample mental training and drill through collection, analysis and interpretation of historical data and literature to counter-act the conflicting opinions about a topic or an issu. J. P. Wickershan has said, "No means are known whereby the faculties of the mind can be developed, but by exercising them. By the potent spell of the magic word 'Exercise', is evolved all human power".

History sharpens imagination and critical thinking by identifying comparisons and contrasts, and provides a correct estimate of things which the students are searching and locating.

We can conclude by saying that the multiple values of history are an asset for history learners. Firth has said, "Not only it is a branch of learning to be studied for its own sake, but it is a kind of knowledge which is useful to man in daily life— the end and scope of all history being to teach us (values) by example of times past, such wisdom as may guide our desires and actions".

2.04 Differentiation between aims, objectives and values of history:

The three terms— aims, objectives and value of history— have different connotations. It is rightly said, "History is not simply information regarding the affairs of the kings who passed away, but is a science which explains the intellect and furnishes the wise with example". When such is the expectation from history, it is bound to have its own aims, objectives and values. So it is necessary that the three terms are explained clearly to avoid any confusion.

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An aim means fixing a target and trying to reach it. It also means the intention that we have in mind to achieve something. In the teaching of history, it means the goals (short term or long term) fixed to be reached by applying various methods and strategies.

By objectives is meant, goals which are immediate, specific and attainable. It is 'not influenced by personal feelings or opinions', but it is a "thing one (teacher) is trying to achieve, reach or capture".

Value is the result or fruit that follows an activity in view of some set goals. It is regarded as a "thing's ability to serve a purpose or cause an effect". They are 'principles considered important... considered to be of great worth'.

It is, therefore, pertinent to take the aims, objectives and values of teaching history separately and discuss them as follows. Since aims and objectives of history are nearer to each other, it is better to take them together to avoid any confusion.

2.05 General aims and objectives of teaching history:

These can be discussed under following heads:

01. *Knowledge about historical facts:* It is the intention of the study of history to offer us knowledge about the events or happenings of life from the remote past to the present day, taken according to the causal sequential order, so as to interpret the present happenings. It also makes forecasts about the shape of events that take place in the life of a social groups or a country in the days to come.

02. *Development of insight into casual relationships:* History aims to develop an insight into the causal relationships that exist at a particular period of time among various events or happenings in the life of a particular society.

03. *Gaining knowledge:* It is said that knowledge is power which gradually leads to wisdom. So, for the sake of knowledge and wisdom, the information gained through history should be exact and true. Thus it can satisfy the natural curiosity of students, sharpen their imagination and help them to hold their interest in the subject. It results in proper understanding of history that is a record of human struggle and experience.

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04. *Understanding the three main components of history—time, space and society:* History can be well understood when its three main components, namely, time, space and society are properly made comprehensible to the students. It should establish a proper link between the local, state, nation and the world set-up, reflecting the relationship between the present and the past with regard to time and space. A proper understanding of our present institutions, customs, traditions, languages and allied things is only possible when we dive deep into the past. Time is a very important factor, and history aims to pay special attention to it. Also, the geographical location of historical happenings has great relevance as an aim of history to understand the other components.

05. *Appreciating the contribution of great men of history:* History is an appraisal of how great men and women under odd circumstances have shaped the course of different historical events, and even changed them. For example, the role of Rani Jansi, Kautilya, Gandhi, Bhagat Singh, Subash Bose, Razia Sultana and others gave new directions in Indian history at crucial movements. Their frequent reference to them even facilitates inculcating the spirit of national integration.

06. *Developing proper attitudes among students:* The job of history teacher is very delicate. He has to work as "a useful agent of change" for his students, drawn from different socio- economic and political backgrounds. The development of self- control, objectivity, honesty, sympathy, self- respect and allied world values should be developed among students by the teacher by his personal example and character.

07. *Developing a sense of belonging:* It is desirable that one of the aims of teaching history to youngsters should be to promote a sense of belonging among them that they belong to a particular place, a particular community, a particular society, which is a part of the nation and which in return is a part of the world. Man's multifarious activities and relationships should be discussed in detail against a proper perspective. Attempts should be made to impress upon our students that there is the bond of inter-dependence between man and man, nation and nation. It helps students to develop international

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understanding and respect for human effort to understand each others problems. It also helps to develop reverence for other religions, sects, institutions etc.

08. *Promoting national and international understanding among students:* It is a highly emphasised aim of history to promote national and international understanding among students through the teaching of history. It helps students, drawn from different cultures, to build bridges of better understanding to overcome the barriers of caste, creed, sex, colour, religion, language, community etc. A kind of oneness is developed to yield fruitful results. It is the most pressing need of modern India when there are forces inside the country to disintegrate the nation.

International understanding has to be developed from the classrooms and the UNESCO rightly says, "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed". Thus, when a history teacher talks about battles and wars, revolutions and rebellions in different countries, it should all be done critically leaving no room for bias (of any kind or form), etc., but explain facts, situations and events, explaining how international conflicts affect human lives and interests of every country. A hatred for war should be inculcated in order to strengthen world peace and better understanding among nations.

09. *Developing proper habits and skills through history teaching:* Students should be encouraged to use reference material from encyclopedias, text- books, primary and secondary sources of information on history, sensibly and learn the art of keeping their emotions, sentiments and feelings under control even when there is provocative material handled by them. Also, the aim is to develop the habits of neatness, accuracy, speed, note- making etc., through self- study.

The skills of drawing outlines of various maps, graphs, models, charts, pictures, buildings etc., should equally be encouraged for the good of history students.

10. *Train children how to handle controversial issues*: There are many such issues or topics in history which generate

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controversies that sometimes results in indiscipline. Children should be encouraged to seek the truth through discussion and analysis. They should not be allowed to communalise or politicise an issue or a topic , but teach them to compromise and ignore an unpleasant fact of history as an outcome of short- coming of a particular king or ruler, keeping in view the situations prevailing then. For example, the repeated attacks on Somnath Temple in the south by a Muslim ruler, should be ignored as the ruler had greed for wealth, and not hatred for all Hindus. Controversial issues need lot of objective handling and broad- mindedness on the part of a successful history teacher.

11. *History aims at helping to resolve our present social and individual problems*: Some of the burning contemporary problems pertaining to society, trade and commerce, national and regional politicking, need a mature judgement and understanding available through the study of history and highlight those aspects which can serve our purpose to bring pupils nearer to each other.

12. *Developing a sense of historical perspective:* The aim of teaching should be to enable a student to evolve the holistic picture of human behaviour in the past set- up in the light of the time and scio-economic considerations. This is gradually possible when students reach the secondary stage of education having attained mental maturity. According to S. V. Chitlibabu, "the pupil must be guided in understanding that history is not mere a repertory of amusing ancedotes...not even just a disgusting digest of man's crime and follies... but a griping and dynamic saga of man's timeless and limitless adventure, that it holds the drama of his attempt to fashion and refashion the world to fit his changing needs".

    So as Burston says, "it demands a rich knowledge of broad lines of development and change... in a procession of ages to see it in the 'light of history'".

13. *Promoting moral development among students:* To make the dream of a socialistic pattern of society come true, the history teacher must promote among his students a sense of

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communal neutrality, co- existence, fellow-feeling, get-togetherness, co- operation, tolerance, social justice, equity and the like. Modern times have given a blow to moral upliftment, and so tensions in society are on the increase.

Character building through history teaching, is best possible when we refer to the life and contributions of Nanak, Jesus, Gandhi, Tagore, Azad, Mohammad, Krishna, Mahavir, Buddha and many others, emphasing the moral force of these personalities. Charles Rollin says, "History, when well taught, is a school of morals for all men. It describes vice, it unmasks false virtue, it exposes errors and prejudices, it dissipates the enchantment of riches and of all that vain pomp which dazzles man; it shows by a thousand examples more persuasive than all arguments that there in nothing great and laudible except honour and uprightness."

14. *Cultivate the 'forward outlook':* History should be taught as an honest inquiry into the story of man so as to interpret our present, and also predict and even fashion our future. History bears testimony to the rise and fall, and progress and failure of human affairs during various stages of human development. It's study develops insight to solve our changing social, economic, political and geographical problems in days to come. There should be developed full faith in our youngsters in the future multifold progress of Indian society. Thomas Arnold reminds us , "Two things we ought to learn from history: one that we are not in ourselves superior to our fathers, another that we are shamefully and monstrously inferior to them if we do not advance beyond them".

15. *Socialising the students:* History should aim at the socialisation of the youngsters, in order to produce well-informed and enlightened citizens of free India. Social virtues like truthfulness, constructive criticism, critical judgement, sacrifice, righteousness etc., should be developed through the teaching of history to produce reliable persons and trust-worthy neighbours. This will facilitate the development of secularism, democracy, equality of opportunity etc., in our country. K.G.Saiydain strongly advocates, "What is the good of all our education... if we have not been able to establish

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fully the very first condition of civilized existence, i.e., the capacity to live together peacefully and amicably." So, teaching of history should be employed for the same pressing need of the present-day India.

2.06 Aims of teaching history at different stages:

Let us take the different stages of teaching separately as follows:-

I *Aims of teaching history at primary stage:* Children at the primary stage are in the age group 5-9 years (or 6-10 years) and are quite young. Their intellectual get-up cannot comprehend abstract and difficult topics in history. Therefore, the aim of teaching history to them, has to be simple. Opportunities in make- believe and identification, should receive priority to historical knowledge. However the following aims deserve fulfilment:-

01. Explain the 'why' of things surrounding the child in his environment. Suppose the child witnesses a particular fair, say Diwali or Eid, in his locality. It is the work of the teacher to explain the whole story about its origin and growth, so that the child realises the importance of the event, when it is equally celebrated in other parts of the country. This should be presented in the form of a story as children eagerly love stories at this stage of schooling.

02. Events relating to the lives of some personnages or even true stories which interest young boys and girls, deserve to be explained in extensive manner. The personnage being discussed may be from his own locality or from other parts of the country, should be brought into focus to explain his contribution for the collective good of society. The person can be Kabir, Gandhi, Razia, Subash Bose, Rani Jansi, Bhagat Singh or any other equivalent person, who has influenced the society by his or her deeds. It leaves a desirable effect on the growing mind to produce good citizens.

03. Developing interest in the subject is very necessary at this beginning stage. Therefore, the teacher should take extra-care to achieve this aim by resorting to story telling, singing, acting and allied techniques which motivate children.

04. Gradually children should be taken nearer to such happenings

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in world history that lay a strong foundation for widening their mental horizon, to meet the challenges of knowledge explosion.

05. By and by a distinction is to be made between the historical events (recorded in history) and those given in stories. This may appear to be difficult, but the job is to be done carefully by the history teacher to tap even the source method of teaching. This will promote development of better historical understanding in children.

II *Aims of teaching history at middle stage: A*t this stage, history is a part of social sciences offering a general background of Indian history from pre- historic to the present social, economic and cultural development in the country, together with political changes. However, the various aims at this stage are discussed as follows:-

01 *To develop appreciation for the composite culture of India:* It is very desirable to expose children to the variety and richness of the composite culture of India— a gift of many centuries of civilizational growth. Many races and tribes who came as invaders etc., have been assimilated in the main— resulting in synthesis and integration of different cultures. There is variety and diversity, followed by unity, resulting in social adjustment and tolerance among our people.

02 *To develop a clear understanding of various processes of change at different periods:* The child should be made to realise how society has been dynamic, and how the present social, economic, political and other set- ups are an outcome of the long efforts and struggle of man. The intention should be to make the learner realise that struggle for a just and honourable cause through awareness and efforts, is a must.

03. *To examine contemporary social and allied problems in historical perspective:* Various world civilizations have contributed to the development of India in relation to other countries. The child should be able to assess our present position in the world by examining the other contemporary societies in the world.

04. *To develop the critical understanding of pupils:* It is necessary

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for the child to be free from prejudices, false propaganda and dis- information when he gradually develops his own critical understanding. The net result will be that he is free from narrow-mindedness, fanaticism and bigotry, and is blessed with a scientific and positive outlook on life.

05. *To develop a clear picture of various stages of Indian society:* Basically our society has been rustic in character but after a long struggle we have developed through various ages— stone age, bronze age and iron age— to reach the present nuclear age. Each stage deserves a full-length discussion and explanation to educate children in the basic questions relating to various stages of development. This would help them to realise the depth and variety of our rich culture and cultural heritage.

06. *To develop awareness among children to participate or contribute to the preservation of our historical monuments:* Our rich cultural heritage is preserved in the Taj Mahal, Red Fort, Khajurav, Qutab Minar, Buland Darwaza, Fatehpur Sikri etc., and when students are well- versed with these architectural master- pieces, they should gradually feel inclined to preserve them or contribute to the preservation of these unforgetable places of great worth.

07. *The aims of teaching history should be viewed in terms of our educational objectives:* The curiosity and creativity of each child should be nurtured to seek tools of formal learning with the aid of scientific educational objectives.

III Aims of teaching history at the secondary level of schooling:

At this stage children are advanced mentally and physically. Therefore, an advanced course of history is needed for them. The aims of teaching the subject here are as follows:-

01. *The relation between cause and effect should be established:* This is done by applying historical reasoning to locate the causes and subsequent watch for their subsequent effects on historical events. The students should be motivated to derive certain laws helpful to make historical forecastings. For example, the Freedom Movement should be studied in a

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wider perspective to judge the forces at work, public consciousness, integrated mass struggle for freedom etc., at different periods of history in the 19th and the 20th centuries to draw a clear picture of the relationship between cause and effect and allied issues.

02. *Linking history of a place with its geographical situation:* Geography of a place has its great bearning on the history of the place. How the two affect the course of events, should be made very clear to the students because it is said, "History and geography are the sun and moon of all chronology". Therefore, a casual reference to the geography of a place to learn in depth its history, is very suitable.

03. *Interest in the subject should keep on improving:* Students should be made to hold their interest and attention in the study of the subject so that they realise the benefits of studying history in a scientific manner to fathom the depth of historical realties.

04. *Encourage students to make use of dateline:* This is to be done to locate important dates on the time- line with reference to various events.

05. *Feelings of national and international understanding should be generated among students:* A regular and scientific exposure to various important events in other countries like the French Revolution, the Industrial Revolution, the Renaissance, the Russian Revolution of 1917 etc., should help children to develop positive feelings toward people in foreign lands for the sake of better understanding.

06. *Important world events should be handled significantly for the consumption of students:* This helps pupils to realise how people in other countries have fought for their rights and duties in their own historical perspectives. This can help children to derive lessons and enrich their knowledge of history.

07. *Development of positive attitudes towards other faiths, beliefs and practices:* At this stage of the growth of children, they are to be presented the essence of various faiths, beliefs and practices followed by people in the country and the world at

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large. Emphasis should be on developing clear and unprejudiced views about followers of different religions etc., with the hope of creating a strong conviction in the 'unity of man' or 'unity of India' with all its diversities.

08. *Develop insight into the use of various historical methods:* Children should develop a better insight into the use of various historical methods so that they are able to reconstruct history objectively from the primary sources available to them. The joy of reconstruction of historical facts and events provide thrill to them under the rich guidance of the teacher.

09. *Taking pride in the achievements of India:* Children should be made to realise how people in India have travelled a very long distance on the road of progress, so as to reach to the present state of development. Also, make it clear how our fathers and forefathers have sacrificed everything for the sake of getting freedom from foreign rule and domination. This certainly, when handled properly, helps students to realise the achievements of the country and they feel a kind of pride in the same.

IV Aims of teaching of history at the higher secondary (2^+) level:

At this stage knowledge, understanding, critical thinking, practical skills etc., have to be developed among youth who are on the verge of completing their schooling. So, the aims of teaching history have to be as follows:-

01. *Providing knowledge about significant events from world history:* The youth is eager to seek more and more knowledge about important world events as covered by the prescribed syllabi and even beyond that.

02. *The youth should be able to locate real causes of various historical happenings:* The young learner is anxious to analyse facts for his personal interpretations and conclusions so as to derive certain historical laws from them.

03. *More historical resources should be made available to the young learner :* This is done to help the student to develop historical laws from the resources made available from different places.

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04. *Help youth to discover facts and forces responsible for a revolution in society:* He should be asked to know about various revolutions (like Russian Revolution of 1917, the French Revolution of 1789 and so on) and thereby understand how, when and where revolutions took place in different countries to break with the painful past. He should be able to avert an unnecessary revolution, if it takes place in India at any future date.

2.07 Conclusion:

We can conclude the whole discussion on the aims etc., of studying history by saying that they ensure clarity and definiteness in the leraners. Some of the aims may be difficult to achieve, but still an attempt should be made . E.A.Wesley has observed, "The star is useful though the mariner never reaches it".

The aims of teaching history have to keep on changing as the society changes. But in every case, they have to be clear, and achievable. The teaching of history has to be different at different stages of schooling in view of the age, ability, aptitude of children, in order to make history a "scientific study and a record of our complete past".

Learning Assignment

01 Briefly explain the important aims and objectives of teaching history in our schools.

02 What are the main values of studying history? Explain clearly.

03 Describe the aims of teaching history at the primary, middle and high school levels.

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"The modern historian of India must approach her (history) as a living entity... without such an outlook it is impossible to understand India... equal to highest demands of modern life".

— K. M. Munshi

Chapter 3

A SCIENTIFIC APPROACH TO THE TEACHING OF INDIAN HISTORY

3.01 Introduction:

Looking minutely at the growth and development of the subject, we find that history as a discipline did not grow in India for a pretty long time. D. D. Kosambi remarks, "India has virtually no historical records worth the name. The Chinese imperial annals, country records... enable the history of China to be traced with some certainty from about 1,400 B.C... In India there was only a vague popular tradition... we cannot construct anything like a complete list of kings... There are no court annals in existence, with a practical exception for Kashmir and Chhamba... This has led otherwise intelligent scholars to state that India has no history".

Similarly there has been an absence of historical texts and A.L. Basham in this regard opines, "The early history of India resembles a jigsaw puzzle with many missing pieces, some parts of the picture are fairly clear, others may be reconstructed with the aid of controlled imagination, but many gaps remain". It is a fact that we have no recorded history of the past, but it does not prove that Indians had no historical sense. As regards the historians connected with the writing of Indian history, these according to C.H. Philps were " vaguely aware of the part they should play in a general campaign".

3.02 Broad features of Indian history:

01 *Variety:* The vastness of the country, its varied cimate and vegetation; its diversities in religion, caste, race, culture etc., and foreign invasions from time to time have influenced the people of India and her history. In this context Nehru remarks " She is like some ancient palimset on which, layer upon layer of thought and reverie, had been inscribed and yet no

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succeeding layer had completely hidden or erased, what had been written previously". Variety is thus a dominating feature of India's history.

02. *Unity :* 'Unity in diversity' is the secret of our history and living. Dr. V. A. Smith commenting on the cultural history of India felt that there was, "Unity that transcends the innumerable diversities of blood, colour, language, dress, manners and set". Foreignners who came to our country were gradually absorbed in Indian culture and they became part of its composite culture. A.L. Basham feels, "in the past, Hindu civilization has received, adapted and digested elements of many different cultures... We believe that Hindu civilization is in the act of performing its most spectacular feat of synthesis".

03. *Continuity :* The history of India flows like a big river and Nehru was greatly impressed by this continuity. He commented that our culture or civilization has this "continuity for five or six thousand years or more" and India has not been static,"was changing and progressing all the time". It is commendable to notice the un-broken continuity of our historical events, and which made Dr. R.C. Majumdar to state that " Indian history and institutions form an unbroken chain by which the past is indissolubly linked with the present".

04. *Philosophy rules over history:* History was strongly dominated by philosophical considerations during ancient India. No mere facts, figures and events were recorded, unless these were tempered with philosophical thinking. Nehru felt that " Lack of historical sense did not effect the masses; they built up their view of the past from traditional accounts, myths and stories... this imagined history, mixture of fact and legend gave an abiding cultural background. It is the living story built around historical events that had captured the imagination of the people and inspired their actions". Therefore, it is said that history has been ruled by philosophical considerations.

3.03 History distortioned:

There is ample proof to show that history has been distorted by different persons or organsizations at different occasions for their personal or petty gains. The clergy people used history to highlight the

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achievements of the church, statesmen and politicians presented history in their own subjective ways to seek their ends. War heroes and freedom fighters emphasised their own contribution only and ignored the rest, despotic rulers and barbarians blowed their own trumpets and ignored the masses and changed the real complexion of true history. Unfortunately the approach to historical events and ideas in India is not uniform. By and large, history has been distorted through over-estimations, under-estimations, and bias of many varieties to influence the sale of a book or a text, or float an idea or theory for desirable gains.

It is equally true that the feeling of " my country right or wrong" still rules the minds of some people in different parts of the world. American scholars and writers hardly write objectively or with honesty about the Russian people, and it is equally true of the Russians when they write about the Americans. Still many countries in the modern world are not willing to accept certain historical facts and in this way the truth is sacrificed at the alter of so-called patriotism or narrow patriotism. Gaetano Salvemini, the great writer of social history, felt pained to see historical distortions and he expressed his un-reserved opinion by feeling that most professors of history in Europe "deserved to be hanged for their responsibility in promoting prejudices, hatreds and conflicts".

In today's India the distortion of history text books in particular, continues unabated. The Congress and the B. J. P. have equally tried to mix , cheap politics with history. In the editorial of the Hindustan Times, New Delhi (May 22, 1999) it is observed," the tendency among governments to suit their political exigencies is perverse and often self-defeating. History, they say, civilises. Politically-biased historians and their political masters, cannot claim to be doing as much... Mixing politics with education is dangerous... indeed sad". We have to be vigilent against distortions in history, whatever be the intentions of the writers.

3.04 Problem of distortion in History of India :

These problems have risen due to the following factors:-

01 *Foreign writers of the history of India:* During the British rule in India many historians have falsified history to please their imperialist masters. A look at the Oxford History of India by Dr. V.A. Smith proves the point. He glorified Alexander in India as ' Alexander the Great' and made a passing reference to Porus who fought with all his might, but was defeated due to

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many reasons, including the unfair role of his enemy, Raja Ambi. The valiant behaviour of Porus in captivity is poorly described although it won him back the lost territory. Similarly, Raja Vikrmaditya—the embodiment of wisdom, peace and love, poorly figures in Smith's book, and by and large, the great kings of ancient India equally figure very poorly in his book. He seems to have been in hot haste to ignore many impressive figures and events in India.

02. *History revolves round Delhi alone:* A serious defect in our Indian history is the fact that it mostly revolves round Delhi—the seat of governments for a long time, and as such the rest of India has been largely ignored. Later on when there was a shift of governments from Delhi to other parts of the country, like Vijaynagar, Ujjan and other important places, even then these places did not come into limelight like Delhi. The south of India remained least written about by history writers and historians, though socially, economically and politically the south of India was significantly contributing to the history of India as a whole.

03. *History related to wars and dynasties:* Many historical accounts mostly reflect the history of wars and dynasties, ignoring social, economic, political and other factors which shaped the course of events in the war-torn and dynasty-ruled areas in India as a whole. For example, Chaterpati Shivaji has generally been under-estimated in history books, though he had the courage to confront Aurangzeb, the emperor of India, and was successful in carving out a Maharatta empire. Likewise, how Tulsi Das and leaders of the Bhakti movement played their role to unify and awaken the people of India against suppression and foreign rule, remained least described. Tipu Sultan, a great national hero, has remained unknown to history.

04. *History inspired by our British rulers:* It was unfortunate to have written historical books titled " The History of India as told by its Own Historians—the Mohammedan Period (1867-77), under the direction of Sir H.M. Elliot, the then Foreign Secretary to the Government of India. These books are aimed at dividing the people of India, communalising our society, and tutoring Indian' Babus' to love and respect the imperial rule of the British in India.

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For long communal forces in the country derived a lot of inspiration from these volumes of history, and all this worked against our freedom movement and the need to unify the country.

05. *History distorted due to the nationalist movement in India:* It is true that our past is very old and mostly peaceful and progressive. But unfortunately the past was over-emphasised to produce a brilliant picture of our success. This was done during the period when our freedom movement was gaining momentum. It was pure distortion of facts when Indians were labelled as spiritual people, without much concern for social, political and allied interests except spiritual thinking. This was a very unbalanced view of facts and amounted to one-side view of historical truth.

06. *Absence of stress on variety and development in history :* Often our history teaching is geared to present history in a routine manner. We don't stress various changes and developments that have taken place from time to time to shape the course of Indian history. This makes teaching of history un-impressive.

07. *Over-stress on political history:* Unfortunately our history teaching has been about upper and influencial classes of our society like rulers and their hench men. Therefore empires, kingdoms, estates, army and the like have come in the flood-light, without any reference to the masses, the backbone of our society. Only political events have significantly been described. This over-due attention to the political aspect of history, speaks about a partial treatment of the subject-matter.

08. *Religious bias in history:* The various changes in the relation between the ruler and the ruled have taken the shape of religious differentiation, bringing in certain prejudices and weaknesses. Often the religious faith of the rulers has influenced the religious faith of the history writers, who thrived on the benefits received from the rulers, and therefore falsified history. Many court historians brought in distortions in their writings.

From this brief account, it has been attempted to show how

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distortions in Indian history (both written and taught) have made history to become an un-balanced account of historical events and ideas etc. By and large, these are things of the past. In modern days history writers cannot stand for long when they distort history.

3.05 Re-writing Indian history:

In recent years there is lot of improvement in arresting distortions in history writing, particularly, the writing of Indian history. Dr. R.C. Majumdar pleaded that "a historian or history writer must handle the data in the spirit of a judge, rather than an advocate and formulate conclusions only as far as they permit us to do". Similarly, R.G. Bhandarkar expects a historian to "be impartial with no particular disposition to find in the materials before him something that will tend to enhance the glory of his race and country, nor should he have an opposite prejudice against the country or its people. Nothing but the truth should be his object".

Late K.M. Munshi recommended for the modern historian in India that he " must approach her (history) as a living entity, with a central continuous urge of which the apparent life is a mere expression".

Therefore, modern history writers or historians in India are never to "forget the ideals that moved our race, the dreams of the Indian people through the ages, the wisdom of the ancients, the daring of their thoughts, their splendid achievements in literature, art and culture ... the present and the future invariable grow out of the past and bear its stamp," while writing history for our people in general and youngsters in particular.

3.06 Precautions for teaching cultural history of India:

The following points can be kept in mind while teaching cultural history of India to our children in and outside schools:-

01 *Cultural synthesis :* Our long history has shown how foreign elements, following different religions, speaking different languages etc., have gradually been assimilated in the cultural fabric of India. The variety and richness of Indian culture is the outcome of cultural synthesis, that has taken place during the last centuries. In spite of there being variety and difference in languages, customs, religious beliefs, dresses, art and literature, India retains 'unity in diversity' and Constitution of India is there to safeguard and preserve this unity at all costs

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and at all times.

02. *Cultural changes:* Our culture is not a static thing. It has been changing and modifying to suit the needs of our changing society. The intermingling of cultures is the beauty of our national existence. Contacts and interactions have brought people and their cultures nearer to each other. This needs to be emphasised while teaching history to children.

03. *Indian culture is not monolithic:* Indian culture provides scope for the adjustment of the regional and local culture. So while teaching history, it is better to refer to local culture, to bring out its close relationship with the overall culture of the country. Local cultures have many distinctive features to unify pupils and even people at large.

Therefore we can draw the overall conclusion that the history teacher has to be conscious of the various features of Indian history. He has to act as a responsible person to present history truthfully, free from falsification of facts and also utilise local cultural history to establish its closeness to the overall history of the country. The richness of the Indian culture and civilization when taught, should produce a cosmopolitan picture in the minds of young learners and not allow them to grow up as narrow-visioned youngers. Indian history is a mirror in which all people can see their faces, and youngsters have to live and work in an atmosphere of "live and let live" in this changing world.

Learning Assignment

01 What is meant by historical distortion? How have the problems of distortion in history writing come up?

02 What precautions should be taken in teaching cultural history of India?

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" It includes that totality of experiences that a pupil receives through the manifold activities that go on in a school—the class-room, library... playgrounds and in the numerous informal contacts between teachers and pupils... the whole life of the school becomes the curriculum".

—Secondary Education Commission 1952-53

Chapter 4

CURRICULUM IN HISTORY

4.01 Meaning of curriculum:

Different persons take curriculum in different ways. Generally children believe that curriculum is the number of books to be studied, mastered and then their examinations to be cleared. Parents think that curriculum is the number of books to be mastered by their children. Teachers believe that it is compulsory to finish what is laid in the syllabus in history or any other subject. Administrators and examiners feel it is a must for schooling. From all this it implies that generally curriculum is taken in a narrow sense, usually meaning the courses of study or subjects prescribed for school children.

Actually the word "curriculum" is a very broad term that touches almost all the aspects (scholistic and non-scholistic, or curricular or co-curricular) of education, whose very definition and concept has undergone enormous changes. Kimbal Wiles took curriculum as "unplanned things that happen in classes in the half ways, on the play ground, in the cafeteria and in the way to end from school". According to Truman, "the determination of what constitutes an appropriate curriculum is a problem of estimating the future— the issue being what can be done now that will best serve people in the future, immediate or remote", Also, Rajmont has said," In a curriculum that is suited to the needs of today and the future, there must be a definite bias towards definitely creative subjects".

Now-a-days the meaning and scope of the term 'curriculum' has undergone a sea change. It is generally recognised as anything and everything that a learner does inside and outside the four walls of his school to meet the social, economic, political, academic, professional

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and other needs, demands and aspirations of his society in order to reach expected goals. Thus, it is implied that the curriculum should be well planned, proposal-formulated and desirably classified to fulfil our set objectives, aims and values. Subsequently it demands a set of proper learning experiences to uphold its evaluation and implementation tests.

4.02 Curriculum and its definition:

Curriculum is essentially " the pivot and the hub around which all activities in the school revolve. It is the sum-total of experiences that the child receives in and outside the classroom... through library, workshops, sports and games etc."

Actually the word 'curriculum' is of Latin origin meaning 'a course to run', but this is not a complete meaning. In its simplest form, a curriculum is an "organised plan of course-outlines along with objectives and learning experiences". Crow and Crow means by curriculum that which "includes all the learner's experiences, in or outside school that are included in a programme which has been devised to help him develop mentally, physically, emotionally, socially, spiritually and morally". J. F. Ker goes a step further when he says that a curriculum is "— all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school".

Definitions can be piled up but let us draw our own conclusion. Curriculum is a vast term and it embraces all the activities in which the child takes part, inside and outside the school. The curriculum for a subject like history has to be dynamic that changes with the passage of time, and always helps us to achieve its aims and objectives at different levels of schooling.

4.03 Why curriculum or importance of curriculum:

Curriculum is an important tool in the hands of the history teacher to reach his goal, and William B. Rogan has commented, " The course of study has the same relationship to the curriculum that a road map has to the actual experiences involved in taking a trip" William J. Bennet says," If the teacher is the guide, the curriculum is the path. A good curriculum marks the points of significance so that the student does not wander aimlessly over the terrain, dependent solely on chance to discover the landmarks of human achievements".

This shows how curriculum is an important tool to equip a learner

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to realise his potential and contribute his might to the advantage of mankind.

Again, about the importance of curriculum , it is realised that curriculum " is only a tool which is always prepared in view of the work to be taken by it". So, it is no exaggeration to say that the curriculum is like a blue-print which a house-maker prepares in advance to give shape to his requirements, thoughts and plans for shaping his house. Besides, when a curriculum meets the various content items, boosted by multiple experiences and continuity of learning, we recognise the great importance of a set curriculum put into practice.

4.04 Place of history in the curriculum :

After Lord Macaulay's Minute (1835), Indian education was aimed at producing " a section of people who are Indian in colour and blood, but English in taste, thought and feelings". So, the British rulers in India took to educating Indians and started ' English Schools'. It was also a result of the impact of Humanism in Europe, particularly in the U.K. These schools were meant to serve as propaganda cells for injecting western culture in India, and naturally history was the favourite choice to be taught in the schools. Gradually the British History had to be studied on compulsory basis by Indians before passing out of the school and this hardly had any relevance to Indian social order.

It was only after independence that history gained, slowly and slowly, an honourable place in the curriculum. The N.C.E.R.T. pattern of education has given it a due place in the curriculum . K. P. Chaudhary supporting history's place in the curriculum says," Like the natural sciences, history's effort is to develop general laws and predict the future".

Today, history as a school subject concerns itself with all aspects of the life of a nation dominated by economic, social, political and other considerations. We in India are in a process of change from an agrarian society to an industrial society which emphasises the present to shape the future very favourabely.

The N.C.E.R.T., New Delhi has done commendable job by providing "the course in Environmental Studies (Social Studies) for the primary school stage. The Social Studies part of the Environmental Studies curriculum for class III-IV has been viewed as a composite course. In class III, the life of the people of the child's district and state has been dealt with. The children learn about the life of the people of the country

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in class IV. whereas in class V the life of the people living in the same part of the world is discussed".

The Director of the N.C.E.R.T., New Delhi records. " History is introduced as a separate subject as a part of the social sciences from class V onwards. The N.C.E.R.T's syllabus guidelines in history recommended the study of Indian history at the upper primary stage (Class Vi-VIII). It also recommends that the study of the history of ancient India may be introduced in class VI,, of medieval India in class VIII, and of modern India in class VIII".

It is recognised that including history in the school curriculum helps to promote the values that are needed today, promote knowledge and understanding of common cultural heritage etc., for the support of democracy, secularism, equality of sexes and removing social barriers. It is equally of great significance in fighting fatalism, supersititions, obscurantism and religious fanaticism. Also, it is " no less important in its relationship with other objectives of the core areas such as the inculcation of scientific temper, and egalitarianism".

History under Social Science is a compulsory subject for classes IX and X. The history for class IX deals with pre-history, bronze age civilizations, early iron age civilizations, early American and African civilizations, the medieval world, beginning of the modern age and the Industrial Revolution.

For class X the weightage for the history is 40 marks, civics 20 marks and geography 40 marks. The aims of teaching history are ." 1. To arouse interest in and enthusiasm for the study of the past; 2. To promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present; 3. To ensure that candidate's knowledge is rooted in an understanding of the nature and use of historical evidence; 4. To help towards an understanding of the development over time, of social and cultural values; 5. To promote understanding of nature of cause and consequences, continuity and change, similarity and difference; 6. To promote understanding of those aspects of Indian historical development which are necessary to know and understand". All this is to be achieved by the study of imperialism, the First World War, the world from 1919 to the Second World War, the world after the Second World War, social and religious movements in India in the 19th century and India's struggle for independence. In every case the objectives are, 1. to " recall, select and use relevant knowledge

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and communication in a coherent form, 2. to demonstrate understanding of historical terminology and concepts, and 3. to interpret and evaluate a wide range of historical sources and their uses".

4.05 Main principles of curriculum construction in history:

Like other subjects, history also has to follow a number of principles in order to select its curriculum. These principles are like selective ideals to work out our objectives etc. However, the broad principles which should be kept in view while making a selection of historical facts and figures, are stated as follows:-

01. *The principle of keeping the aims and objectives upper-most in mind*: Since aims and objectives of teaching history are different at different levels, we have to choose the material (to be studied) very carefully so that there is a close link between the aims and the material. Here Wesly warns "if there is no discenible connection between objectives (aims) and materials, one or the other ought to be modified". So, whether it is a skill lesson. information lesson or any other lesson, "the principle is to be followed strictly to establish a relationship between student's knowledge and the purpose of the lesson in hand."

02. *Principle of vertical and horizontal articulation (presentation):* It is useful that history curriculum is properly structured in two directions. For selecting this year's course content and its allied aspects, it is good to take guidance from the previous year's course etc; and then provide room for other subsequent work to be organised systematically. In order to go in this direction, historical material should be provided through topical method or concentric method to meet the needs of the principle under discussion.

03. *Principles of child-centredness:* Modern education emphasises this principle, so we have to give due weightage to the child's 3As — age, ability and attitude— by taking into account his interests, needs and aspirations. While framing syllabus for any history class, due attention should be given to the child's activities, capacities, likings etc., as he is not an adult but a growing student whose tastes, needs etc., keep on changing from one stage of education to another stage. We may also take help from local history to make learning effective and

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productive. The material should be functional and not scholarly to keep history learning as life-like.

04. *Maintain functional relationship between various contents of study:* Never present history as isolated facts and figures, but there should be a common thread to connect various portions of the content of study. This gives a unified look and touch to the whole process of teaching-learning in history.

The material chosen should not have any gaps. Latest information from new archaeological findings, research and new reading material should be used to make learning more functional and effective.

05. *Principle of linking it with community life:* It is well said,: "curriculum to be effective, should be community centred. The child is an heir to the society in which he is born. He therefore, cannot be educated in a vacuum... The good of the individual child and the good of the community cannot be separated". Therefore, it is very necessary for a history teacher to link his lessons with the community life for proper adaptation and correlation so as to attain his goal. Participation in local festivals, social work and activities should be encouraged among children to enrich their educational experiences.

06. *The principle of flexibility :* The history teacher is supposed to use the prescribed course content as a guide only; should not be a slave of the same. He has every right to introduce flexibility in his teaching-learning process to reduce boredom, if any. The history teacher should be creative and resourceful to make certain adjustments in his lessons so as to make them receptive for his students. His personal experimentation, collection of the latest reading material from newspapers etc., research and his curiosity to enrich his knowledge, can certainly introduce a lot of flexibility in the routine history lessons.

07. *The principle of forward-look :* Since children are soon to enter the 21st century where few skills, bookish knowledge etc., will not help. The study of history for a period should develop in them a progressive outlook on life. They should be able to draw their own inferences and visualise the shape of things to come so that they are well equipped to face the challanges of

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the next century. The forward look should provide guidance to students to improve their lot and face realities of life.

08. *Principle of utility :* There is a saying, " All knowledge is useful" provided it is based on the principle of utility. It is through history that the teacher develops general laws which regulate historical happenings. Here the methods of agreement and disagreement are put to use and these can even be applied to the happenings of a nation, and compared and contrasted with the happenings in the life of other nations. In this way the country's national history may extend its limits and enter the field of international history. This shows the utility of the subject.

Also the study of history has been made compulsory for all I.A.S., I.P.S., I.F.S. and other super central services to keep bureaucrats conversant with the history of the place where they are to be posted. Defence Services and Civil Services have made it obligatory to study history, geography and even politics of places where they serve from time to time.

The development of 'forward look' by the study of the subject, is its rich utility. Knowledge of historical facts, insight into causal relationships, course of events and their sequence, geographical location etc., are some of the conspicuous utilities of the subject.

09. *The principle of integration:* By integration is meant the "activities carried on in a school should not be treated in water-tight compartments, but should be so conducted as to lead the whole child to a functional unity with the environment". This requires that the history curriculum should be co-ordinated and integrated because the subject itself is a subject of many links and inter-links. No service will be done to the enrichment of history curriculum if different topics and items of the course are not treated as a whole to give a historical background of various social, economic, political, religious activities taking place, and often compared with the neighbouring provinces, states or territories during the same period.

It has to be remembered, " The history of human race is the history of growth," and this growth cannot be presented in parts.

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10. *Principle of correlation:* In its simple sense, the word 'correlate' means to "compare or connect or be connected systematically". The traditional curriculum was 'characterised by too much of fragmentation, formalism and isolation and as a result, it failed to fulfil its functions adequately'. But today we follow the correlation principle where Social Studies contains history, geography, civics and even economics in order to integrate them and provide a pedagogical correlation among these diverse subjects. Dr. G.M.Trevelyan has said that 'history is a house in which all subjects dwell'.

11. *It should offer an over- all and a balanced view of the growth of human relationship*: The contribution of the teaching of history is expected now-a-days to be more than the story of social development and presentation of facts serially and coherently as given in the syllabus. Information and knowledge about the subject should promote proper skills and attitudes for cooperative living. It should build such bridges of understanding that people of different faiths and varied cultures do not clash with one another. A mutual regard for each other's religious sentiments, should be so evolved to promote world-community, that is based on love, friendship and better understanding among different people of the world.

    By surveying history of different parts of the world we have to develop a balanced view of the growth of human civilization in different parts of the world among our youth, who are the future citizens of a larger world.

12. *The curriculum must be broad- based:* The various walls of separation between different countries are increasingly breaking down, and people globally have come closer. We need to approach curriculum from a broader angle, preferably with world perspective. The curriculum in history should include every aspect of human life, personal ambitions, family bonds, human relationships and varied social activities. Local factors should be linked with national and international implications. In every way the whole scheme of history teaching- learning process should be broad based and detailed to serve as a means to realize global peace, progress and plenty and to help youngsters to understand the existing world order, thought and activity.

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From the afore-mentioned discussion it is evident that by following certain principles of curriculum construction in history, we can fulfil the objectives or goals of the subject in addition to other requirements. Thus Thomas Hopkins in Encyclopedia of Modern Education says, "Correlation (curriculum) means the teaching and learning of essential parts of the context of subjects or broad fields which have observable relation to a common topic or item. It is a method of unifying subject matter, but it does not necessarily present any change in the original requirements of the individual subjects".

4.06 Various approaches or methods for selecting and organising the subject matter in history:

Selecting and organising the material in history is an important and delicate job. However, the following approaches, methods or theories are suggested for different levels of schooling:-

01. *The concentric approach or system:* In this method, the material in history at the initial stage is just a bare outline, but it gradually keeps on increasing as the child matures and travels from one class to another class. In each case the successive circle of knowledge keeps on widening, and topics are handled in detail. The level of difficulty in grasping a topic keeps on increasing gradually from year to year or class to class. In this context Johnson says that this method "Applied to history, the field to be covered was laid out as a whole, and the pupil, always at the centre, looked around him over as much of the whole field as his mental stature permitted... In the first circle, instruction usually took the form of biological stories, either real or imaginary, with little or no attempt to make a connected story. In the next circle, facts already learnt were repeated, and so joined to new facts as to form a connected narrative. In the final circle, old facts and new facts rose together from mere narrative to casual relations appoximating real continuity".

The merits of the method are:

i) The method offers continuous and unbroken quota of learning by doses and is spread over various rungs of the educational ladder.

ii) The method rests on the belief, 'practice makes man perfect',

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and it proves useful for better learning of history.

iii) It follows the principle of going 'from simple to complex', 'from easy to difficult' or 'from general to specific'.

Demerits: i) Frequent repetition of lessons can lead to boredom on the part of learners. Freshness remains absent and the interest of the learners wanes.

ii) In this method a student feels like a traveller who goes from one place to another with great speed, and ultimately has a myopic impression of history.

iii) Development of time sense by students of history remains far away as the gap in time between various happenings and characters is very wide and the same is not covered in the short span of time at the disposal of the teacher following concentric method.

iv) Vajeshwari says, "The joy of discovery,... the adventure and achievements of the great personalities... are denied to the children... They develop a sense of familiarity without the fullness of knowledge".

02. *The topical method:* Under this method, a syllabus-maker takes certain topics as the heart of work in history to be dealt with in different classes. The material presented has to be varied in relation to 3As— age, ability and aptitude of the learners. Here a teacher starts with concrete things, but gradually travels towards abstract and difficult aspects of history. This method generates a central theme, where according to Jeffreys, "...subsidiary investigations can radiate as far as pupil's time and intelligence allow".

The method suggests the division of history syllabus into small topics or units, where each topic presents an idea or a movement in itself like the golden age of Imperial Guptas, Gandhi and Quit India Movement etc. The chronological sequence of the topics chosen, have to be kept intact, and the work is spread over the whole year.

Merits: i) It quickly develops time sense among students.

ii) The method is more suitable for higher classes where understanding of students is intensive enough to grasp

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various historical situation and facts vividly.

iii) The method provides scope for a detailed treatment of the material from various angles.

iv) It encourages the teacher to introduce activities and even project work.

v) Focus can be laid on important events alone, leaving out various dates and situations of least or little value.

Demerits:- i) There is no scope for establishing an internationalship of 'cause and effect' for richer understanding.

ii) Poor library facilities kill the scope of this method absolutely in majority of schools, and therefore no proper planning of a lesson under this method is possible.

iii) It is exhausting for young learners to get all the relevant material necessary for the topic in hand.

iv) Only social aspect of history under this method gets priority while other important aspects remain neglected. So, Burston and Green opine, "We cannot use this concept of history as a principle of abridgement of history for school syllabuses, and... if we did and reduced history to the study of roots of the present, we should get an erroneous picture of the actual development of institutions".

03 *The patch method:* Miss Majorie Reeves has given us this method. Here a teacher selects short but significant events in man's history like the Imperial Guptas, the Great Mughals, the Victorian Age etc., to be used as the basis of study. Here students are expected to "soak themselves in the atmosphere of these periods finding out, how people lived and earned their living, how they fed themselves, what they wore... and so on". In this method the belief is that carefully selecting and making a detailed understanding of the patches, the learners will get good opportunities to improve their imagination and get a real 'feel' of the period under investigation or study.

Merits :- i) The method encourages reality in the whole scheme of study.

ii) It sharpens the interests of learners, taps their sympathy and widens their understanding of the study in hand.

iii) The method promotes concrete and the depth study of

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the reading material etc.

iv) One has to learn to use varied resources on the topic in hand.

v) It provides "practice in that most salutary art, the art of entering into an entirely different atmosphere and point of view of one's own" because this work may have no apparent connection with our present day institutions about which we have pre-conceived ideas.

Demerits:- i) There is no room for providing a comprehensive system of grading material of historical importance.

ii) There are bound to be big gaps between various historical events being studied and the picture evolved would not be clear and complete.

iii) Chronological order of events in this method gets very disturbed, and it creates confusion in learners.

04. *The regression approach or method*: Here history is traced backwards in order to reflect the heritage in its historical perspective. Here we begin with the present trends, problems or institutions so as to trace their history in a reverse order, but with full chronological support and sequence. This means that the present is studied in the light of the past. It is believed that our present social, economic, political etc., conditions, practices and settings have a history and these should therefore, be studied in their true historical perspective.

Merits:- i) In understanding the present, students are involved in a lot of fruitful activities.

ii) The method helps a history student to realise that there is a close connection between the present and the past and the present is a by-product of the past. Therefore, the study of the past becomes imperative.

iii) When studying through this method, children develop an insight into some of the familiar features of our present-day life.

iv) In introducing a new lesson in history, the method proves to be very useful.

Demerits:- i) Chronological order of events gets disturbed by the application of this method and as such the very soul of history

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is lost.

ii) Many problems which confront us today may not have a reference in the past. So any reference to the past has to be ignored in these cases.

iii) While studying any reference to the historical material enshrined in art and literature, this method does not help us at all.

iv) Very often the history teacher is not well equipped with the contemporary problems in history and therefore, he cannot properly make use of this method. The students may demand correlated knowledge from the teacher who may find it difficult to help them.

05. *The chronological aspect or method:* Here in this method the whole history is divided into well-marked stages called periods, spreading over the whole course for the whole period of schooling, year after year, in strict chronological order. This method is very old and has been put to use by teachers of history. For instance, Indian history can be divided into various chronological periods like Ancient India, Medieval India, Modern India, India after Independence etc. We can further sub-divide periods for our convenience like dividing the Mughals into the Great Mughals, the Later Mughals and so on.

Merits:- i) The method develops time and space sense among students enabling them to grasp the subject matter in a chronological order.

ii) Each period gets attention in detail in this method so as to derive the main benefit from the study of the subject.

iii) According to C.P. Hill, the method "avoids confusion for it takes full advantage of the only continuous element of order in the story of the past, the sequence of events, it accustoms children to a chronological outlook, an attitude of mind based upon constant habit".

iv) There is scope to provide new subject matter to the learners and as such it helps to hold their interest.

Demerits:- i) A child often forgets what he studied in earlier periods.

ii) Breaking a topic into water-tight compartments has its own disadvantage of understanding it in its totality.

iii) Those who drop-out of the school, fail to know in detail the history of their country or region.

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iv) It is difficult for students to understand chronological relation in all stages of a historical period as they gain maturity step by step.

v) In this connection Prof. Jaffreys remarks, "it is difficult to give the pupil a sense of purpose or direction . He is not working for anything except for the end of the chapter".

06. *The deterministic aspect or theory* : Under this method it is emphasised that certain factors determine the course of history and determinist historians believe that under similar conditions there is possibility of some causes producing some happenings or events. Therefore, this approach is also recommended to present history for the study of students.

Merits: i) This facilitates learning of history by stressing those factors that determine the course of history.

ii) The method is useful in higher classes.

Demerits:- i) Laws of nature are generally true every where, but generalisations made and laws framed from history cannot be accepted universally.

ii) The method has outlived its utility.

07. *The cultural epoch theory or method:* This method was recommended by Stanley Hall who believed that a child in his own lifetime repeats various successive stages or epochs through which the human race has undergone its evolution. For instance, man has travelled from the hunter's stage to the shepherd's, the agriculturist's, the industrialist's stage and so. With this in view, it is believed that the different stages of human evolution are nothing but epochs where the history of childhood of the human race or the ancient history would fit the primary stage, boyhood of the race or the medieval history for the middle school stage, and finally the history of the manhood of the race or the modern history would fit the higher stage of teaching-learning in history.

Merits: i) The method reflects that in history fact-finding is not the only concern, but we have to develop imagination of the learners.

ii) The method suits the childhood and boyhood stage of learners.

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iii) By highlighting the history of their forefathers, it provides the students vital experience and improves their sense of history. The method also has the scope to provide useful activities for children to augment their teaching-learning process.

iv) It underlines the value of giving an anthropological background to the teaching of history.

Demerits: i) The method promotes social development of children, but ignores other facets of their development.

ii) This method may be useful in learning European History through its three-faced division, but it cannot be applied to Indian History.

iii) It is a difficult job to locate equivalent stages in the life of a student studying history.

iv) It is a fact that all races do not follow similar stages of evolution. There are races that have galloped in their cultural evolution, but some other races have lost even their existence.

08. *The lines of development approach or method:* This method was recommended by Prof. Jeffrey who believed, "History is a study of social development, and by the historical sense we mean a habitual disposition to see the whole historical process or some selected or a part aspect of it, in its development perspective". Here a continuous movement takes place, whose beginning and end cannot be predicted by any one. In recent years there has been a tendency to accept this method in the teaching of history.

Merits: i) Students follow the method as it is a natural one.

ii) The method is not a rigid one.

iii) Both immediate and real interests of students are held by this method.

iv) The focus of attention is a particular theme in history.

v) There is room for introducing changes in the method.

Demerits: i) The difficulty of providing suitable books for this method is faced seriously.

ii) Generally the past remains untouched in this method, which is a great drawback.

iii) Constitutional, political and allied facts remain ignored in this method.

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09. *The biographical approach to history:* The method was popularised by Carlyle as the "Great Man theory of history' where lives of great men were presented in a concrete manner". Probably the feeling has been, "lives of great men all remind us, we can make our lives sublime". So great scientists, thinkers etc., are discussed in depth and detail to influence fruitfully the young minds.

Merits: i) The method proves a success when the selection of personalities is fair, and they are drawn from all walks of life.
ii) The tactful and artful handling of the source material makes the teaching of history objective.
iii) Study of biographies upholds chronology of events.

Demerits: i) These days there is a fear of wrong interpretation of biographies by some teachers who are not fair to their job.
ii) It is difficult to choose great men or women from all walks of life.
iii) It is an un- democratic method because the common man gets neglected when great persons are discussed.
iv) All great men do not decidedly represent the society or community from where they come.
v) All great persons do not reflect the times in which they play their great role.

10. *The progressive or evolutionary concept of history:* This concept originated from Charles Darwin's theory of evolution. According to R.G.Collingwood, "To call a natural process evolutionary, is the same thing as calling it progressive". It is law of nature which guides progress. At many occasions the fortunes of human race depict certain signs of great progress, but this cannot be true of all individuals effected by the progress of events.

Merits: i) Progress is influenced by checks and balances, and the same is known to the learners.
ii) Darwin's theory may not be acceptable to all.

Demerits: i) Sociologists do not support this theory as social evolution is not free from breaks and reverses
ii) There are less takers for this concept of history in the present days.

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11. *The economic concept of history:* Communists in the 20th century agreed that the profile of civilisations is reflected in economic activity. So Karl Marx said that in order "to understand any progress of change in history, have an eye on the economic background against which the change took place and analyse that background by means of the concepts that any theory provides. Only in this way the process become intelligible,... you get down to fundam-ental questions".

To conclude we can say that a number of theories, methods, approaches etc., have been given to select and organise subject-matter in history, but none of these is complete or perfect in itself. They can only focus a particular point or idea. They are just like aids in the hands of a veteran history teacher to workout his educational strategies to reach the goals. So, A.L.Basham remarks here, "The professional historian should recognise all generalizations about the process of historical change for what they are— stimuli to the historical imagination or convenient formulas giving a spacious coherence to otherwise very loosely related data" presented through various theories, methods etc.. Therefore, let us remember that whatever method or theory is administered best, is 'the best', only for a particular topic, situation or requirement. There is no universal agreement on a particular theory, method or approach.

4.07 Principles of selecting curriculum in history:

In order to make history teaching a success, it is highly desirable to make it pin- pointed, meaningful and suitable. The following principles deserve to be kept in mind:-

01. *Follow the principle of 3As:-* It is necessary to keep the 3As— age, ability and aptitude—of children in view while framing curriculum in history for different classes.

02. *Follow the principle of correlation:* A teacher's job in teaching history becomes very easy and effective when he correlates history with other social sciences like economics, civics, geography, sociology etc. in addition to other subjects.

03. *Keep the principle of national and international understanding in view:* First, strong bridges of understanding among various

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sections of our society in India should be strengthened to provide a room for encouraging international understanding and peace as humanity globally has come closer due to modern inventions and discoveries.

04. *Keep principle of objectivity and transparency in mind:* If a teacher is objective and transparent in presenting history lessons etc., he will help his students to overcome social and individual petty prejudices, wrong notions, supersititions etc. The teacher will be able to make them very good citizens who will rise above the narrow concept of fundamentalism, regionalism, lingualism, casteism etc.

05. *Follow the principle of functional relationship:* History teaching demands a strong connection between the previous and succeeding classes so as to make the subject functionally related and continuous.

06. *Follow the principle of integrating history with the daily lives of the common man:* As the concept of modern history writing has undergone a sea change and the common man has become the focus of history, the stories of heroes and heroines, war- lords, generals, kings and feudal lords etc., have been over- shadowed by the story of the masses: it is the common man who shapes the destiny of mankind and the course of history.

07. *Follow the principle of broad- basedness:* The curriculum should be broad- based so that the various aspects of human thought and activity are viewed and understood clearly by the rising generation in our schools.

08. *Retain the principle of emotional integrity of students:* The curriculum must develop such values in children which are congenial to our progress and culture. This should also lead to national unity and understanding between various social groups to reduce the barriers that divide them.

4.08 The content in history:

While planning the curriculum in history, we can present the content in the following fields so as to meet different requirements:-

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01. *Early history:* Students who feel interested in the world before man had gained a strong foothold on earth, can refer to early history to peep into the remote antiquity and notice how man struggled very hard to confront nature and the elements, passed through various stages— hunter, shepherd, farmer etc., — in order to offer an insight into his fascinating story of overcoming his savagery. It is better that this part of history is presented as a story accompanied by pictures, drawings and designs.

02. *Local history:* Introduction of local history for school beginners should find a place in the curriculum so as to acquaint them with the local background in terms of historical names, places, buildings or archeological remains etc. This will develop a historical imagination among students and also a 'know-how' to make use of their local environment for effective learning.

03. *National history:* It should be an essential part of history curriculum but "to that core, the history of other peoples and civilisations must be organically related" in order to present a true national picture. Every student in the Middle and High classes should be exposed to it so as to evolve a national image of the country's history.

04. *World history:* The present world has come closer due to scientific and technological progress and we do not live as isolated people in this world. Hence, a study of the world history becomes obligatory for our rising generation. They should have a full knowledge of ancient civilizations, world religions., Renaissance, Reformation, great revolutions in different countries, world wars and the birth of U.N. and its various agencies etc. Such topics deserve an important place in our curriculum at secondary level.

05. *Contemporary history*: What happened in the recent past in different parts of the world during a particular time, also deserves a place in our high and higher secondary school history curriculum. For instance, our freedom struggle in the 20th century can be viewed in terms of happenings in other countries during the same period, so as to see how events in

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foreign countries influenced our course of struggle till we gained freedom from foreign rule in India.

06. *Regional history*: Recently regional histories, away from one's homeland have been written to present comparison and contrast to know the pace of progress or the hurdles in the path of progress in different regions with a view to learn how to adjust ourselves to the changing regional relationships.

07. *History of developing countries*: The present world is divided into two sectors—the developed countries (like U.S.A., Germany, France, U.K. etc.) representing nearly 30 per cent of world population, and the developing counties (like Asia, Africa Latin America, some poor countries of Europe etc.) representing 70 per cent of the world population. The huge gap between the developed and developing countries, is to be minimised and it makes a wonderful study to explain how developing countries are struggling very hard to improve the quality of life of their people. Lessons from developed countries are also put to use in order to come up as advanced countries. More and more people are engaged in writting the history of developing countries to serve as eye-openers for people everywhere and this is done from social, political, scientific, technological and educational angles to encourage young men and women in developing countries .

08. *Social economic and cultural history* : In recent years selected topics related to economics, society and culture are presented historically to educate more and more people and help in creating a feeling of universal brotherhood. This also helps to create a better understanding among people, nations, regions and cultures.

To conclude we can add that tastes, needs , demands and aspirations of students keep on changing when they travel from one level of education to another. So, accordingly different histories with different contents are available to them in the curriculum in order to sharpen their understanding and quench their thirst for fresh knowledge and clarification of many points haunting them.

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Learning Assignment

01. What is meant by curriculum? What is the place of history in the school curriculum? Discuss.

02. Describe the main principles of curriculum construction in history.

03. Explain the various methods of selecting and organising the subject-matter in history.

04. What principles should guide us in selecting curriculum in history? Discuss briefly.

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"History is not a subject at all, but a house in which all subjects dwell".

—G.M. Trevelyan

"History is the central subject round which all other subjects can revolve".

—Ziller

Chapter 5

CORRELATION IN HISTORY

5.01 What is correlation?:

In its simplest form correlation means ' connect or be connected systematically'. But actually correlation has come to mean a kind of reciprocal relationship among the various subjects put in the curriculum. For any good programme of teaching, there is greater need to emphasise and use correlational techniques where history can be related to other subjects having some kind of link with it. Since history is both a science and an art, it has tremendous scope for reciprocal relationship with other subjects. Increasingly it is realised that correlation of subjects is an excellent way to give curriculum a better life.

As history is a compulsory school subject and it is possible to get it correlated with other subjects, it has gained great importance. Thus the great historian. G.M. Travelyan has observed, "History is not a subject at all, but a house in which all subjects dwell". Ziller puts his emphasis on correlation by stating, " History is the central subject round which all other subjects revolve".

Correlation is a way where students are able to integrate knowledge of history with other subjects to achieve success.Therefore, the method of correlations is day-by-day gaining momentum and acceptability among our students.

5.02 Types of correlation:

There are five kinds of correlation known to us and these are listed below:-

01. Correlation with other subjects (Social Sciences).

02. Correlation with other subjects.

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03. Correlation among different areas of history.

04. Correlation with various activities of the community.

05. Correlation with various activities related to a project.

We shall focus our attention on the correlation of history with social sciences and other subjects.

5.03 Correlation of history with other social sciences:

Social sciences are history, political science, economics, geography and sociology. Henry Johnson has opined "History, ... certainly has been and is a background for other social sciences. History can indeed be regarded as the only field in which all other social sciences meet". Let us therefore, take all social sciences one by one for discussion.

01. *History and political science (Civics):* It is correctly said by Seeley, "History is the root, political science is the fruit" and even vice-versa of the saying is true". Political science deals with that branch of historical studies where developments in administration, constitution, national and international issues, state and its functions etc., are studied in detail". Prof. Johnson has declared, " the study of history in school has, from beginning in large part, been a study of the forms of the government, of changes in government and of actions by the government, civil government can best be studied as a part of history".

    We also know that history provides a fund of knowledge about human ideas and institutions through a long period of history. It is history itself that provides up-to-date knowledge about the origin, growth and progress or decline of many institutions established by man. It is, therefore, evident that the political or civic study of a society cannot well be understood unless we go deep into its historical beginning.

    To further establish the close correlation between history and politics, Lord Acton has said, "The science of politics is one science that is deposited in the stream of history like the grains of gold in the sands of river. History is past politics, and present politics is the future history".

02. *History and economics* : In economics we learn about wealth—

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its production, distribution, consumption and exchange, and this all has a great bearing on the daily life of human beings on the globe. History offers social nature of different human activities and how man adopted various occupations from time to time. For example, the Bolshevik Resolution of 1917 in USSR was in fact a revolution against wild economic inequality between a very small section of Czar's rich followers and the majority of poor and downtrodden masses. The same can be said of the French Revolution of 1789. It is true that most political problems when x-rayed in depth show that they are essentially economic problems, which history portrays vividly.

History offers data about social sciences like economics and political science. All revolutions cannot be violent or completely cut off from the past, and as such we have to study history to understand the economic conditions or the condition of the masses to make an estimate about that particular period of history. History opens the gates of different countries fo us to know how economic achievement has been gained over a period of time by developed countries by adopting new economic policies or plans, and we learn how under different or similar conditions developing countries too can progress by being guided by various economic laws, theories and principles.

History is 'the story of man' and economics takes pains to describe various activities of man with regard to production, distribution etc., which have changed the very history of many nations.

03. *History and geography*: There is a close link between history and geography. Immanuel Kant has said, "The description according to time is history, that according to space is geography. History is narrative, geography is descriptive. Geography and history fill up the entire circumference of our perception, geography that of space, history that of time". Both, history and geography, exercise their influence on all factors which are human and physical. Everyday we witness how rivers, mountains, seas etc., play a significant role in shaping the civilization of man. Early man went in search of 'fresh lands and pastures' to meet his own requirements as

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well as the requirements of his cattle. As regards India, Sardar K.M. Paniker has recorded that "there are no mountain ranges any where in the world which have contributed so much to shape the life of a country as the Himalays have in respect of India". The Himalayas have not made our history alone, but have affected our art and literature, religion, mythology, trade and commerce and so on. Even Prof. Humayun Kabir remarks, "Physical features so sharply mark off India from the rest of Asia, the attempts either to divide the country or to explain it beyond its natural frontiers, have invariably failed".

We have to agree with Sardar K.M. Paniker once again when he opines, "... the history of India has been the product of geographic factors. The Himalayas, the Indus, the Jamna, the Ganga and the other rivers of South India have left their mark on the history of India... that bear the imprint of great mountain barriers".

In the past China's isolation has effected its history. Also "Mesopotamia's open geography and her attractive wealth in the south, made her the cross roads of conquerors, and her trimillennial history was the scene of the rise and fall of a large number of empires".

Dr. V.A. Smith says, "History and geography are the suny and moony, the right eye and the left eye of all chronology". It also reflects the close relationship between history and geography of a palace.

04. *History and sociology:* Ordinarily sociology means the "study of human society or of social problems", but Roucek considers that "Sociology is one of the group of the subjects classed as the social sciences, all of which describe the objective study of social experiences". The aim of the subject is to gather knowledge pertaining to social life of man in the light of his culture, natural settings, functioning of various groups, the influence of various cultural patterns on the personality of man etc. To study all these things is equally the business of history.

Man, right from his cave age, up to the present nuclear age has struggled very hard to change his social environment and improve himself. Sociology, particularly the educational

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sociology, is closely connected to history. The work of history is to study social and other allied forces from the earliest times to the modern times, to ensure better social change. This knowledge from history helps sociology to develop an insight into various social forces at work at different times, analyse their varied nature and multiple functions. Therefore, knowledge pertaining to educational process and the solution of various educational problems, connected closely with sociology, is also available to us.

The study of contemporary society is gaining currency these days, therefore, history lovers find it also necessary to study social development in previous ages or periods of history. Here it becomes obligatory to understand the present history and to interpret contemporary world from a better perspective. History records social mobility, political systems, nature of state, social order etc., and it is equally the work of sociology. Thus, the two subjects have close correlation.

5.04 Correlation of history with other subjects:

This is as follows:-

01. *History and literature:* Chatham has opined, "I have learnt all my English history from Shakespeare's plays". This is true because, history was a part of literature and later on it got developed into a separate system of knowledge.

Actually history is a record of man's deeds and literature gives to it a touch of feelings, emotions, imagination and thoughts so as to make it more attractive. It magnifies the feelings and sentiments of great kings, warriors, freedom fighters and others. History and literature are wedded to the study of social conditions of man at different epochs. For example, the two Epics, the Ramayana and the Mahabharta written by Valmiki and Vaid Vyas shed a flood of light on the social structure, political thought and philosophy in bygone times. Even the Gita is a piece of literature that is the product of the history of those times. Prof. Johnson thus says, "Literature contributes to history, It furnishes indications of popular taste and of moral and intellectual standards. It sheds light on the prejudices, the ideals and aspirations of man. It

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is to be counted with the forces that mould the life of human beings. It is a part of atmosphere of the age. Each field depends upon the other. Thus, there is a keen correlation between these two branches of human knowledge".

02. *History and art:* Many art activities are closely linked with history. Drawing pictures, making scenes of battle-plans, map work, drawing time-lines, time-charts etc., are all art activities but related to the field of history. Sometimes preparing models of buildings, costumes used by people, setting a stage for a drama, project work on Gandhi as a freedom fighter, and many similar activities demand the preparation of A.V. aids to suit to genius of a particular event or movement. All this taps the artistic worth of students in order to mix history with art. This mixture is extremely useful in teaching history in a very delightful manner, and make learning effective and lasting.

03. *History and science*: Huxley defines science in a broader sense by saying, "Science is all knowledge that rests upon evidence and reasoning, science is a systematized knowledge" gained by human observation and experimentation. In the light of this definition, history has equally become a science as it depends on historical data to formulate laws, draw inferences and arrive at objective conclusions in the light of time and space it aims to describe.

A scientist is essentially interested in discovering truth, and likewise a historian is involved in seeking truth and nothing else. The author of Arthashastra (Kautilya) regarded history as a science based on keen observations, clear comparisons, formation of transparent principles, and drawing sound conclusions. It is agreed that methods of investigation in natural sciences can be applied to social sciences in their study of various problems that the society is facing. It should be remembered that apparently there is no direct correlation between history and science (physical sciences), but indirectly there is certainly a definite relationship. Many principles, theories and methods of science are these days applied in the field of history to make it scientific and authentic in reaching to conclusions.

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04. *History and mathematics* : Mathematics comes to the help of history in evolving time sense, re-fixing the dates of certain battles and the dates of buildings built by historical personalities. Archaeology makes use of mathematics in order to conduct certain tests to establish the dates of the excavated material dug out from archaeological sites from time to time.

In history, there is re-thinking about the exact emergence of the Indus Valley Civilization, preparing historical chronologies, establishing the exact life of many monuments etc., and these are very serious questions where mathematicians and historians join hands to reach conclusions which can challenge the old beliefs.

Historians seek help from mathematics to read and interpret movement of troops in many battle fields, the quality and quantity of ammunition used, the number of the people killed in battles and wars etc.

So, it is not surprising that history students do use mathematics in a functional manner at many occasions to arrive at precious conclusions.

05. *History and languages* : There is a close relationship between reading and writing in history. Proper reading habits can be developed by reading history text-books with proper pronunciation etc. Reading correctly and properly is actually a skill, and it can be developed by reading history by students. This is to be accompanied by oral and written explanation to make the teaching-learning process a success in history.

The programme can be supplemented by discussions, proper question-answer strategy, speaches, debates, paper-reading and narrating their own estimate of things, events or issues under study.

It is a helpful exercise for students to do three things-read, act and stage certain scenes from historical novels, plays and books—in order to make history learning effective.

It is correct that those students whose language is

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good, do very well in history examinations, discussions, dramas etc., exhibiting their linguistic competence in the subject. It is an established fact that there is great correlation between history and languages.

We can thus conclude that correlation of history with allied and other subjects is a great boon for students to gain a better understanding of the subject. Haymont remarks, " No subject is even well understood and no art is intelligently practised, if the light which the other studies are able to throw upon it, is deliberately shut out." It is equally observed, " Facts and ideas have a real and useful influence over the mind only when the mind systemizes and co-ordinates them with other facts and ideas as they are reproduced" through correlation.

Learning Assignment

01. What is meant by correlation in history? How can we correlate history with other social sciences?

02. How can we correlate history with subjects other than social sciences? Discuss.

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"There are many roads—highways and by- ways, royal roads and narrow lanes, delightful paths and rugged ones", and a teacher's genius lies in his selecting the best method (road) to suit the topic and aims.

— Dr. Vajrashwari.

A method is the, "process of planning, guiding, sharing and evaluating learning with a group of students". Therefore, method is the central problem of teaching.

— A saying.

Chapter 6

METHODS OF TEACHING HISTORY

6.01 Introduction:

Every subject in the school curriculum is expected to be learnt easily and effectively. Therefore, we resort to the "process of planning, guiding,sharing and evaluating learning with a group of students". Subsequently there arises the need for a good method of teaching and here the great educationist, Pestalozzi, has advocated, "...education was drawing out process and not a pouring in process and the basis of all education lay in the nature of the learner and that methods of teaching must be sought and adopted to that end". Dr. R.Vajreshwari says "There are many roads— highways and by- ways; royal roads and narrow lanes, delightful paths and rugged ones". In the same way, there are a number of methods of teaching. A teacher has to pick and choose a method to suit a particular subject or a particular topic.

Therefore, for the success of teaching history to our young learners, we have to adopt particular methods of teaching to suit our requirements. But unfortunately, as the Secondary Education Commission (1952-53) reports, "that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching... He (the teacher) judges the success of his lesson not by the amount of matter covered, but by the understanding, the appreciation and the efficiency achieved by the students". Therefore, we have to exercise great care in selecting an appropriate method of teaching for a particular topic or lesson in history.

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6.02 Essential characteristics of a good method of teaching:

These are:-

01. "Interest and attention go hand- in hand" is an old saying. It means that a method of teaching history should arouse deep interests in students to make the lesson a success.

02. The method should inculcate the 'love of work' as it reflects great involvement of the class in the lesson.

03. The method should encourage the participation and involvement of learners for the sake of making learning effective.

04. The method chosen should be in tune with the level of intelligence of the class receiving instruction in history.

05. The method should generate 'clear thinking' among learners to help them to express lucidly and intelligently when asked to do so.

06. The method chosen should encourage individual and collective work in the class projects, exhibitions, dramatisation etc.

07. It is better if the method of teaching helps learners to develop hobbies of stamp collection, collecting pictures of historical personalities, scrap books etc.

08. The method should stimulate the desire for further or advanced study and exploration among students of history.

09. Proper values, attitudes and habits should be developed among learners when proper methods of teaching are adopted.

10. Purposeful, realistic and concrete situations should be developed by selecting a proper method, to replace rote-learning among learners.

11. An adequately- selected method can help learners to use their day- to- day historical data, beliefs, approaches and knowledge in solving their daily and allied needs by modifying their "bookish schools" into "activity schools"

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based on the principle of learning- by- doing.

12. Lastly, a properly- selected method should help learners to pick up the right art of study (even self- study) by using reference material, dictionaries, atlases, A.V.aids and the application of technological devices to teaching of history.

6.03 Methods of teaching history:

There are a number of methods of teaching, but let us focus our attention on some dynamic methods of teaching history that are useful for our educational institutions.

I) Source Method or Historical Method :

This method is also called the 'historical method', and is a very important method for teaching history to secondary students. The method is based on first- hand experience by visiting different kinds of monuments, art galleries, dams, old buildings, epigraphic centres etc., besides examining archaeological sites and sources, literary sources and oral tradition.

The monumental sources include terra-cotta figures, pottery, images, buildings etc. A large number of sites have been excavated to preserve valuable historical material to re- built the history of ancient and medieval India. There are ancient buildings, paintings (Ajanta, Ellora etc.) and other valuable original sources of history.

Besides, there are epigraphics in the form of inscriptions on stones, rocks, pillars, copper plates, seals, images etc. Old coins help to rebuild ancient history by shedding light on the extent of kingdoms, level of education, economic conditions, religious beliefs etc.

Literary sources are of three types, namely the religious literature, secular literature and foreign accounts. Religious or sacred literature includes the four Vedas, the Ramayana, the Mahabharta, the Tripitakas, the 12 Aningas (Jain literature) etc. Secular literature includes Kautilya's Arthashastra, Babar Nama, Akbar Nama, Tuzak- i- Jahangiri etc. Foreign accounts include Fa-hien's, Hieun Tsang's and Itsing's accounts; Alberuni's India; Indica etc.

The oral tradition includes Col. Tod's Annals of Rajasthan etc., which is based on local tradition only.

It deserves to be mentioned that sources are of two kinds: primary

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sources and secondary sources. Primary or original sources include actual accounts, official orders, laws, treaties etc., based on eye- witness accounts of some persons. It also includes personal recapitulations, and autobiographies and the like. The secondary sources are those prepared by persons who have not actually witnessed the event, but sought the help of those who have been witness of an event or who have themselves studied it.

Both these sources are of great importance in building history or describing events.

I *Merits :*

i) It provides a sense of reality which is absent in a secondary writer's account. When properly handled, it can subsidise the material provided in a history text book.

ii) In slow and poor learners, the method creates interest when they make use of original sources. It results in functional learning, stimulates their skills and expression.

iii) The source method prompts learners to take up historical research at a later stage when they might take history writting as their profession.

iv) It develops the critical faculty of thinking, reasoning, and making their own judgements. The training can be utilised for 'transfer of learning' to other situations in life.

v) Students realise the difference between guess work and actual assertion, written words and authentic information so as to come nearer to reliable evidence given by a source method.

vi) Source method gives rise to a congenial and motivating atmosphere for learning history by exposing learners to the atmosphere of the past.

vii) Local history can best be taught to the primary classes with the aid of this method although the method, is more suitable for higher classes.

II *Demerits:*

i) Generally teachers fail to get original sources of history to

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make their teaching-learning profitable for the taught and the teacher.

ii) The method is beyond the use of lower classes, and even in higher classes utmost care is to be exercised.

iii) Sources about various periods of history are available in different languages like Pali, Arabic, Persian etc., and all teachers are not conversant with all these languages. Thus, there is a limitation in the use of this method.

iv) Sometimes there are conflicting views expressed by different contemporary writers regarding the source as source writers cannot always be free from prejudices and wrong judgements. Thus many problems remain unsolved by this method.

v) Many original sources have been lost, damaged or misplaced and when their number is small, school children are unable to get suitable source books to meet their genuine needs.

II) Project Method:

The method is the gift of Prof. John Dewey's philosophy of education and Prof. Kilpatrick gave it a proper shape and called it "a whole- hearted purposeful activity, proceeding in a social environment". But as C.V.Good says, "A project is a significant unit activity, having educational value and aimed at one or more definite goals of understanding. It involves investigation and solution of problems and frequently the use and manipulation of physical material. It is planned and carried to completion by the pupils and the teacher in a natural life- like situation".

Essentially the project method rests on various principles, namely, the principle of activity, the principle of freedom, the principle of utility, the principle of experience, the principle of reality and the principle of purpose.

Various steps involved in using the project method are as follows:-

01. *Provision of a situation:* A project should emerge out of student's spontaneous desire to work it out. The desire can be developed through discussions on various topics, story telling, educational tours, Bharat Dharshan, excursions or

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study tours. The children should feel motivated by getting engaged in a typical situation demanding investigation.

02. *Selecting the project:* The situation offers a number of hints, but the students have to select one good project so that they themselves feel involved in it. Care has to be taken to see that the selected project is within the capacity of students and is economically feasible.

03. *Planning the project:* It is under teacher's guidance that students have to plan the project after lot of discussion, suggestions and the plus and minus points of the project. Everything should be recorded in the project books of students.

04. *Execution of the project*: Each student should be involved in the project according to his capacity and interest, and all students have to work hand- in- hand for the success of the project.

05. *Evaluation of the project:* When the project is complete, each student should be asked to check if every thing has gone properly. There should be a kind of a self- assessment of the complete project to make adjustments, if necessary anywhere, for the successful completion of the project.

06. *Recording:* The students should record everything in their project books about activities conducted, planned work, duties assigned, reference material, help sought from different persons, difficulties encountered and conclusions drawn.

Merits:

i) *All projects are based on laws of learning:* Psychological laws of learning govern different projects undertaken by students of history. For example, law of readiness, law of use and disuse, law of drill (exercise) etc., serve as useful aids to carry out a project. It also involves "learning by doing", "learning by living" and so on to boost the study of history by young learners.

ii) *A student's personal interests and skills are used to the*

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maximum: Since students themselves have cared to choose the project in the light of their own interests and capabilities, they enjoy the work and meet various challenges.

iii) *Promotes individual learning among students:* Students are most benefited by this method as they individually learn the various facets of the project in hand. Solutions are found for problems or difficulties faced by them through individual and joint efforts.

iv) *Promotes correlation:* In the execution and completion of the project, various allied subjects are correlated in order to have a broader understanding of the project in hand.

v) *Encourages dignity of labour:* Since students are involved in a lot of manual work, it prompts them to enjoy the fruits of their labour and teaches them the dignity of labour.

vi) *No room for rote learning:* There is no room for memorisation and cramming, so this type of learning is very effective as most of the work is based on 'learning by doing'.

vii) *It provides training in the democratic way of life:* The students are bound to seek co-operation from each other, encourage discussion, use insight and judgements to undertake responsibilities and share them with other students, reflect drive and initiative etc., —all these pave the way for a democratic way of living, which is extremely useful to them in all the coming stages of life.

viii) *The project method is economical:* Since every student's work is distributed fairly among them, it takes less time to complete and saves their time, energy and money.

II *Demerits:*

i) *It puts lot of strain on the teacher:* Students frequently seek their teacher's guidance and attention to overcome their hurdles and as a result the teacher is taxed. The burden further increases as there are not usually many books available to meet the requirements of project work.

ii) *School work gets disorganised:* Generally projects are not

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completed in the specified time. As such extra time is devoted, and it subsequently upsets the school curriculum/ time-table.

iii) *No balanced learning is possible for all students:* Since all students are not keen to share responsibilities, the result is that those students who are more involved in the project, receive better learning, while least involved students do not benefit much.

iv) *Often it is expensive:* Projects consume a lot of money for the purchase of relevant material, and many things are not locally available and so the financial estimate of the projects causes a lot of inconvenience to the students.

v) *Knowledge sought is unorganized:* The knowledge gained by children, engaged in a project, is often inadequate and full of gaps, and it subsequently disturbs the chronological and logical approach to the project. Therefore, projects need to be selected with utmost care and worked on systematically.

III) Dalton Plan:

The credit of initiating Dalton Plan/ Method goes to Miss Helen Parkhurst who emphasised 'individual attention to learners to offer them education on the basis of individual differences'. She was later on joined by Maria Montessori, who seconded the plan. Miss Parkhurst has said, "Dalton Plan is a piece of machinery for putting into operation the principle of individual work. It is simple and economic reorganization of the school whereby pupils and teachers function for better advantage".

The method was first worked out in the Dalton city of the state of Massachusetts (U.S.A.) and as such it is named after that city, The actual aim of education was to make it child- centred so as to develop his personality in a free atmosphere where a student should not depend too much on the teacher.

I) Principle of Dalton Method: A brief description:-

i) *Education should be child- centred:* Miss Heilen Parkhurst said "He (the child) is in the school to be taught and spooned to do things for himself:. Therefore, the school should provide

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excellent opportunities to students as "This Plan is based on the various stages of the psychological development of the child"

ii) *Education should be based on the principle of complete freedom:* Children should be free to indulge in their activities for the sake of education on the basis of their speed and capability, So, time- table is not a restriction on them. Both slow- learners and bright students seek their education slowly and quickly respectively and all keep on going ahead.

iii) *Room for self- education:* Here every child has to do things according to his interests and capabilities, and as such it is self- education without depending frequently on his class mates and the teachers concerned. There is no restriction in seeking some help and guidance from fellow-students and teachers, but this method being a 'contract' to educate himself, the student has to make an effort himself to seek knowledge, skill etc., from library, laboratory, field trips etc.

iv) *The teacher serves as a guide:* After giving the contract of work to each student, the teacher tells them how relevant information can be got from different places like the school laboratory, library, the play field, workshop etc. Whenever, a student feels some difficulty in seeking his education, he is free to consult his teacher to correct himself. The teacher does not generally interfere with the work of the students, but serves as a best guide to help them to reach their targets.

v) *Education— a work in cooperation:* Dalton Plan stressed 'work in co-operation' which means that children after their class, library or laboratory work etc., should study, should meet at a place to discuss with each other so as to seek guidance, if possible. This would encourage co-operation and socialisation of children for better returns.

vi) *Psychology of a point of view:* Miss Parkhurst declared, "a child never voluntarily undertakes anything that he does not understand", but he is drawn to "pursuits which he can understand...looks at a thing from all angles and helps to carry out his objectives". Thus "psychology of a point of view" is the driving force to encourage individual work.

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II) Steps of education under this plan:

To work out six principles of Dalton Plan, there are six steps of running an educational programme stated as follows:-

i) *Contact and checkups or assignments:* Every child in this plan is presented a plan of work spread over 12 months of a year's session. Children are told in advance to see that the plan is to be completed within the specified period, and is like a 'contract' of work. Full guidance is given to children to understate their assignments for a month, and no new assignment is given to them till they finish the first one. Sometimes "compulsion is only introduced when freedom has demonstrably failed".

ii) *Subject teacher's role:* In Dalton Plan subject teacher is a specialist in his own subject. The teacher helps his students, removes all their difficulties and then becomes like a consultant or an adviser. They uphold study atmosphere in the class, help in any assignment work, provide information to the department with useful information, suggest methods of attacking problems, and meet any eventuality that may arise.

iii) *Subject laboratories:* In a Dalton School each subject room is converted into subject laboratory where students come to do their experiments, where the concerned subject teacher is always available to meet the needs of children studying history.

iv) *Records of graphs, diagrams etc:* Every student's individual progress is recorded in the form of graphs, diagrams etc. The records are three- fold, where student maintains two records while the third is kept by the teacher in his subject room. The graph maintained by the teacher is to check each student's work and provide him guidance accordingly.

v) *Assembly or conference:* Besides, the teacher also holds conferences or assemblies for his students for 5 to 45 minutes to discuss common difficulties faced by students. The conferences are generally held in the afternoons according to a schedule so that there are no clashes in the

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daily time- table of work.

vi) *Plan or method is more suited to higher classes:* This method is suited most to the children in middle and high classes for their level of maturity.

III) *Merits:*

i) *Easier to use in present educational demands:* There is great need to meet the demands of children individually at the hands of teachers.

ii) *The records maintained are useful:* The progress of students is highlighted through graphs and diagrams and it is a clear indicator for them to know the level of their achievement.

iii) *Useful for low and high achievers:* Since individual attention is the essence of this method, it goes to meet the academic and other needs of low and high achievers in history.

iv) *Discipline problems are minimized:* Traditional methods of teaching do not work here as the teacher is the main player of the whole show. But students have to collect, prepare, use and present the same to their teacher. All this goes to boost student's drive, initiative and self- discipline.

v) *It is based on individualized attention for students:* The method offers education in view of individual differences among children. The very personality traits of students are identified and then channelised in proper directions for the good of student community.

vi) *It is a continuous process of learning:* Since children work according to their choice, the continuous process of learning is always at work. No time is wasted by children and promotions from one class to another class take place at any suitable time.

vii) *Psychologically a sound method:* As the method offers an over- all attention of work, psychologists believe that it is based on the principles of Gestalt Psychology where quicker and better learning is possible.

viii) *No compulsory home- work given:* In this method there is

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no scope for compulsory home- work for children, as they generally complete their work in the subject- laboratory and under the competent guidance of the history teacher.

IV *Demerits:*

i) *Oral-work neglected:* There is no possibility for oral work in this method which could prompt students in the right direction.

ii) *Preparatory graded assignments are a difficult job:* All children do not do well in this and many get discouraged.

iii) *No average teacher can run the plan well:* The teacher should be well up in his subject, experienced and a knowledgeable person. Unfortunately, it is not possible in every school to run the plan.

iv) *Method is a success where students are less and staff is adequate:* This promotes better pupil- teacher interaction for the success of the method, only if the number of students is less and the number of teachers is slightly more to meet various challenges.

IV) Story- telling or narration method:

It is a common observation that small children are extremely fond of stories. If the history teacher presents a good story to his class about great personalities, showing how strongly they have fought against odd circumstances, it sets a good example for students to follow. Plato, the great Greek philosopher, emphasised story- telling for youngsters to educate them.

i) The following points should be kept in mind by a history teacher while telling stories to the younger generation:-

01. The style of presentation should be simple, interesting, forceful and effective.

02. He is supposed to convey his keen interest in the subject to his students when he is himself fully interested in and enthused about the subject of history.

03. Presentation of a story demands a keen eye on the sequential

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set- up and, sense of time and space by the history teacher.

04. The teacher should not be wanting in humour, emphasis on keen points, using words which serve as 'word- pictures', and dramatizing certain actions connected with the story-telling method to ensure effectiveness of the lesson.

05. The stories taken are from actual life situations to eliminate the chances of myths and legends.

06. A story- teller must know the story upto the end.

07. Story telling becomes joyful when short and simple poems, brief couplets, similies, metaphors and the like are introduced at appropriate places in the narration.

08. The teacher must know that telling a story is not an easy job but an art.

09. Stories should be told and not read out from books.

ii) *Kinds of stories:* There are stories of different kinds explained briefly as follows:-

01. *True and real stories:* These deserve an honourable place in the curriculum as they have a unique place in history.

02. *Myths:* There are stories which pass on from one generation to another. They generally deal with super- natural objects, fairies and the like. There are chances that they can be false, and as such have not much historical value in the teaching of history

03. *Legends:* These are those stories which have some element of truth in them, but the details they offer are not reliable. Legends may be used in very early classes where one can afford to avoid accuracy of details. But Prof. Jarvis warns, "Truthfulness should be the major criterion to guide us in taking the help of stories while teaching history. Historical stories, whether facts or legends, must be formulated by a truthfulness, which is higher than the accuracy of incidents".

iii) *Merits:*

i) *It arrests the interest of the young listeners:* It is seen that

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when a story has created interest among children, they remain very attentive.

ii) *Effective stories prompt children for creative work:* It tempts them to make models of caves, implements and so on used by the early cave man. They also get tempted to prepare models of Buddha, Kutab Minar etc., as pieces of creative work under the rich guidance of their history teacher.

iii) *Improves imagination:* Stories pertaining to magic, wonder and adventure help to enrich the imagination of children in the 6-11 year age-group.

iv) *Improves child's character:* Prof. Jarvis opines, "story is adding in the formation of ideals of conduct, and so it is contributing to the development of child's character and personality". So, life stories of Shiva Jee, Akbar, Subash Bose, Meera etc., can promote character building among young boys and girls in schools.

v) *A story presented artfully by a history teacher does wonderful things for students:* They seek the fullest understanding of the lesson in hand and in this way facts are brought home to children.

V) Biographical Method:

Carlyle has declared, "The history of what man has accomplished in this world, is at the bottom of the history of the great men who have worked here". So, this method makes use of telling the stories of some great men (persons) who have done great service to mankind, and people are still inclined to study them, know them, and even follow them. They have influenced great historical events and movements which have changed the course of history. These great personalities include Lenin, Tolstoy, Rousseau, Gandhi, Tagore, Zakir Hussain, Nehru, Shastri and a host of similar personalities.

i) *Merits:*

i) *It holds the interest of the students:* When biographies of historical personages are taken from a child's country or immediate environment, and then presented in the class, the students identify themselves with their heroes and

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heroines.

ii) *It is a simple method:* When children are told about their local personalities, rather than taking personalities at the national, regional, tribal etc., levels, they enjoy the life story of the person and it may even encourage hero- worship among them.

iii) *It prompts them for further study:* Children get fascinated by the contribution of great persons like Gandhi, Subash, Tagore etc., and many get tempted to study other great persons who have equally contributed to the welfare of the locality, region or the country.

iv) *It x-rays the societal life:* The personality of an emperor, king, despot or a great personality is the product of the times in which he was brought up. So, this method offers a lot of scope to study the society— its culture, economics, politics etc., that existed in the days of the person under appraisal.

v) *The method provides human appeal:* In this method there is strong human appeal which goes down to the heart of young students and subsequently they try to imbibe some rich qualities of the personality to shape themselves for better results.

ii) *Demerits:*

i) *The method is undemocratic from modern standards:* It is opined that instead of glorifying some special persons, it would have been far better if the focus had been on society as a whole. Few persons of repute do not carry the day when we have a complex and mixed socio-economic set-ups where every person cannot reach great heights. Hence the method is labelled as un- democratic.

ii) *It encourages hero-worship:* Hero worship these days is not liked. When great persons are brought in lime- light, it cannot be expected of every youngster to appreciate the person, who is a product of a multiplicity of social and historical circumstances.

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iii) *Often great personalities do not reflect the times in which they lived:* What is true of Nehru, could not be true of Shastri. It is said. "Some are born great... on some greatness is thrust". At best many great persons can be labelled as "rebels", "martyrs" and very seldom "as great" by the very people of their own times. Ghate says, "They are rebels and occasionally martyrs".

iv) *All great movements cannot be taught by this method:* There have been many occasions in our history when there were no great personalities, who were perhaps badly needed to save mankind from hardships. There have been dark periods in history where very poor progress was achieved. So it is difficult to teach all the periods of history through this method.

v) *The method does not help in teaching world events:* Biographies help to teach about a particular period, place or province, but in handling world events, the method fails to help us.

vi) *No continuity of the subject matter is possible:* A piece-meal study of events is reflected by the method and the gaps in the subject- matter remain there.

vii) *Chronological order gets disturbed:* Teaching history with this method does not provide any time- sense as there is no chronological order in the events that have taken place in the life time of the personality under discussion.

We finally say with Henery Johnson, "Biography can, on the whole, be made more historical by grouping men about events rather events about men and by studying men first of all, as men".

VI) Lecture method:

It "involves teaching by means of the spoken word". It is also some times called "walk, talk and chalk" method. This is the most common and the oldest method used, and can prove very beneficial when the interest of children is aroused by resorting to story- telling, questioning, proper planning, and using proper techniques of explanation, description, clarification and drill. Generally the method is very useful in higher classes.

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i) *Merits:*

i) *It is a very economical method of teaching:* It does not need the apparatus or work- shop. This methods is useful to teachers with larger number of students.

ii) *It easily stimulates students:* A successful teacher of history can follow projects, problems and many more activities with the aid of this method. Even the interest of the students is tapped by this method.

iii) *The method is energy- and- time- saving for students:* It saves time and energy of students when they are unable to make use of text- books. So, a balanced and co- ordinated lecture or talk by the teacher, is very helpful to students.

iv) *It stimulates students:* Full preparation made for a lecture by a teacher, gets transferred to the class. The teacher's enthusiasm and his art of proper presentation of the subject-matter go a long way to serve as tonics for the students.

v) *It promotes learning by heart among students:* When students are asked to answer certain questions about the lecture delivered, the students gradually learn the art of learning various aspects of the lesson by heart. But the teacher has to come down to the level of his class.

vi) *The teacher gives extra information in the lesson:* The material contained in the text- book on the topic in hand, is less as compared to the huge and comprehensive information given through the lecture method. It adds to the knowledge of young learners.

ii) *Demerits:*

i) *Little activity:* The method does not provide much scope for student activity as against 'learning by doing' principle.

ii) *Boring for average and below average students:* A period of 40 or 45 minutes lecturing makes average and below-average students lose their interest in the lesson.

iii) *It is said to be "too quick for the slow, and too slow for the quick":* Since there are children of different abilities in the

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class, it is said to be very quick for the slow and very slow for the quick learners of the class.

iv) *It's frequent use is negative:* It is argued that when the lecture method is repeatedly put to use, it is harmful. Only informal and occasional lectures are useful. However, text- books deserve to be used properly though these are a poor substitute for the lecture method.

v) *Not a natural method of learning:* Here children remain passive listeners and we call it "one way traffic only" where the teacher does all the talking, while children do not speak.

vi) *Not useful in practical work:* While student is emphasised participation in practical work but in the lecture there is no scope for it.

vii) *Good qualities among children not developed:* Good qualities like initiative, resourcefulness and co-operation are not developed by this method.

viii) *Speed of the lecture affects children:* Sometimes the speed of the lecture is so fast that many students in the class fail to catch what the teacher is lecturing.

VII) Assignment method:

Introduction: This method is used to make students active participants in their learning process. The history syllabus offers a lot of activity programmes like preparation of time- charts, geneological bio-data or tables, comparative charts of events of different kings or rulers, rise and fall of ruling dynasties etc., to be conducted under various assignments and given to children either individually or in groups. Sometimes historical essays and preparation of set answers for some important questions are given as assignments to boost the creative talent of young history students. Since assignments take a lot of time, students remain busy at home also, and get involved in their work on Sundays and holidays too.

i) *Kinds of assignments:*

There are four kinds of assignments common at school level.

i) *The study assignment:* Here self- study is encouraged among

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students and they have to collect a lot of reading material from books, newspapers, magazines and other sources. The teacher keeps on guiding the study.

ii) *Remedial assignment:* The intention of a remedial assignment is to overcome the weakness in assignment-writing, so the understanding is expected to be improved. This is done after preparing preliminary assignments and revised assignments.

iii) *Preliminary assignment:* These assignments are meant to be distributed among students to get them ready for writing preparatory assignments in the next attempt.

iv) *The revisional assignment*: Here this kind of assignment is provided to students to serve them as a guide- line, check their capacity to retain and present facts and see how well the work is done.

iii) *Essentials of a good assignment:*

It should be full of following qualities;

i) Should be clearly presented and should have no useless material in it.

ii) Should be neither too big nor too small.

iii) Should arouse student's curiosity.

iv) Should wholly revolve round the topic.

v) Should uphold student's interest.

iii) *Merits:*

i) It is useful for all the three kinds of students— below-average, average and above-average.

ii) It helps students to know the art of presenting facts systematically.

iii) It saferguards the teaching- learning process and has scope for remedial work for history students.

iv) The student learns the art of facing difficulties in the preparation of assignments, and it gradually builds his

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confidence to go ahead with his education.

v) The method rests on activity method. Slowly and slowly students learn to bank on self- study and improve their writing capacity.

vi) The method gives a teacher a lot of information about the capacity of each student and he guides them accordingly.

iv) *Demerits:*

i) Assignment work appears to be heavy for many students.

ii) Sometimes all the needed material to complete an assignment is not available to students and as such work gets slow.

iii) For below-average students, it is a taxing job to write an assignment and put in lot of 'labour of love'.

viii) Text- book method:

i) Introduction:

The method according to Edger Bruce Wesley is "that teaching procedure in which the mastery of the text- book is the immediate objective... revolves around the text- book just as another procedure might revolve around the problem or the project". However, text- books have enjoyed a dominating role for the advantage of children. If our NCERT history text-books are supplemented by additional excellent reading material, these will not only prove useful to students but even teachers will be benefited. It is teachers's duty to emphasise and show that a text- book should be used as a friend and not as a master.

i) *Merits:*

i) *A text- book provides an accurate account of the subject:* In a text- book the subject gets a better deal. It is a correct account of happenings presented systematically and logically.

ii) *Maintains standard:* Text books make it clear, what the teacher is expected to do or present to the class, and what the students are expected to do in return. Methodology on the part of the teacher upholds the standard of the class.

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Problems are discussed and solutions found to establish the standard of scholarship.

iii) *A balanced view is presented:* Modem history writers present different views and opinions on different historical and current events to help students to make their own objective assessment of the same.

iv) *It promotes study habits:* School learners mostly depend on text- books to analyse, interpret and draw conclusions in their own ways about various historical processes. This gradually builds their study habits in school and at home etc.

v) *Additional study material mentioned:* A good text- book takes pains to provide names or references for additional study material desired by those students who wish to have extra information on certain events, rulers etc.

vi) *It is useful for other methods of studying history:* For various methods of teaching history to students, a text- book forms the basis and 'be- all and end-all' of all learning. Story - telling, assignment making, discussion method and allied methods do require the help of a good text- book.

ii) *Demerits:*

i) *Encourages memorisation:* Many students resort to rote learning by learning a text- book word- for- word and digest blindly what is mentioned in the book.

ii) *Text- books are not revised as quickly as time demands:* When text- books remain un-revised for a long time, they lose their up- to- date nature and at many places the information contained is old or incorrect. For example, these days the tendency to change the names of States, their capitals etc., has become common, but the changes remain un- recorded in the text- book for a long period. Bombay has become Mumbai and many text- books on history still contain the old name, Bombay, and not Mumbai.

iii) *Some errors remain unattended for long:* Since the subject of history is condensed in many classes, and as such there

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appear gaps in knowledge and even errors remain unremoved.

iv) *All text- books are not broad- based*: Text- books provide minimum of information to suit average students. Details, when left out, make text- books source-material of poor quality.

v) *Dominating role of a text- book:* Often children have a single book on history. Therefore, it is very dominating and the teacher also feels handicapped in the absence of extra reading material suited to a particular class.

ix) Problem method:

Prof. C.V.Good opines, "The problem method is a method of instruction by which learning is stimulated by the creation of challenging situations that demand solution. It is a specific procedure by which a major problem is solved through the combined solutions of a number of smaller related problems". Therefore, in a problem method the history work is to be organised in terms of social, economic, political and allied problems to stimulate children to find solutions for the same. Historical problems have the power to stimulate curiosity and provoke mental thinking.

i) Steps involved in problem solving method: These are:-

i). *The problem should be well chosen and clearly defined:* The teacher has to play his judicious role to help children to select a suitable problem and then define it thread-bare. The children should feel that the problem chosen is their own problem so that their curiosity is put to creative use.

ii) *Select the material for the problem:* It is the second requirement. For judicious and time-bound solution of the problem, the material needed should be chosen carefully from books, reference material, newspapers etc., keeping in view the age of the children.

iii) *Solutions arrived at should be clear and definite:* Different approaches should be made to handle the problem so that solutions found are clear and definite, thereby providing knowledge and skills to the students.

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ii) *Merits:*

i) *It involves lot of activity:* The student is not a passive listener but is involved in a lot of activity to solve the problem in hand.

ii) *A close link is maintained between the teacher and the taught:* Both the teacher and the student have to work hand-in-hand and the teacher's guidance is very vital for problem-solving. The taught gradually builds his confidence and improves his methods of tackling the problem.

iii) *Encourages tolerance and open- thinking among pupils:* Since a problem has many aspects, pupils are exposed to different view points. They gradually learn to be tolerant and they acquire openness in thinking.

iv) *It improves the life of the learner:* When a learner confronts a problem, he cannot escape but has to meet the challenge. This develops certain attitudes and skills in him which prove useful for him in days to come and face the challanges of life. Problem- solving mechanism proves useful to him in later life-situations.

v) *Promotes responsibility and initiative:* Since problems involve serious responsibilities, it improves judgement and evaluation of the things useful for the job in hand.

vi) *An easy way of assimilating knowledge:* Problem method involves a lot of activity which results in the assimilation of knowledge by the students.

iii) *Demerits:*

i) *It sometimes proves to be dull:* When used frequently, children get tired of repeating the same process for different historical issues.

ii) *No satisfactory result every time:* Certain factors become responsible for not getting satisfactory results of many problems every time.

iii) *Time consuming:* Problem- solving method is time consuming and it proves a hindrance in the completion of

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the syllabus. Thus, it is safe to use this method very seldom.

X) Discussion method:

This method has gained popularity in recent years. It may be in the form of a conference, seminar, symposium and the like. The underlying purpose of the method is to educate children how group thinking takes place and then how conclusions are drawn collectively.

i) *Essential requirements of a good discussion method:*

i) *There should be a good leader:* The leader controls and directs the discussion. He is expected to be like an expert to encourage and canalise the "meeting of minds". He is like a model before the group engaged in discussion.

ii) *Encourage the group:* It is the leader's job to encourage all types of classroom participants (below average, average and above average) to take part in the discussion at their proper turns.

iii) *Properly chosen problem:* The problem should be carefully chosen by the teacher in co- operation with his students. The discussion should be operational to suit the level of the class.

iv) *Varied content:* To arrive at conclusions, discussioners need books, reference material, maps, drawings, pictures, A.V.aids etc., to vitalise the discussion and prompt the participants to put vigour and life to the discussion going on.

v) *Evaluation:* The last step is to assess the results got, and notice how necessary changes in the behaviour of the learners takes place after the whole discussion comes to an end.

ii) *Merits:*

i) *It multiplies knowledge:* Different speakers in this method have different approaches to the topic and it gives a new shape to the pool of knowledge received in the discussion. Issues which have been agreed upon and those on which no agreement has taken place, are subjected to further

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discussion till a complete picture emerges.

ii) *Promotes toleration:* Children learn the art of respecting the views of others and then accept or reject them through discussion. It gives them lessons in toleration, which is useful for them for better adjustment in life.

iii) *It reflects the spirit of team work:* Students understand how a team works in a discussion and how the final opinion is evolved. The whole work is intellectual work, pooled at a place for the good of students, at a particular place or situation.

iv) *Decision drawn is collective:* The final assessment of the topic is drawn on the basis of collective thinking. The results may be accepted or not- accepted. The results not- accepted are subject to further discussion till some agreement is arrived at; otherwise even disagreement is also a valuable contribution to enrich a student's understanding of an important issue or event.

XI) Unit method:

Dr. Henery C.Morrison from the University of Chicago, USA, is generally associated with this method. The Dictionary of Education defines this method as, "An organization of various activity experiences, and types of learning around the central theme, problem or purpose, developed cooperatively by a group of pupils under teacher's leadership, involves planning".

In fact a unit is an institutional approach followed in an organised manner.

i) Steps involved in unit planning are:

01. *Define the objectives:* These should be precisely clear and properly defined.

02. *The theme of the unit should be interesting:* This would hold attention of the history students.

03. *Integrate the subject matter:* This is necessary for making the learning activities useful, meaningful and inter- connected.

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04. *Varied activities:* Activities are bound to be varied to include hand- work, use of reference material, experimentation, group work etc., to modify the behaviour of children in a desired direction.

05. *Evaluate and then have follow-on action:* Evaluation should be accompanied by a follow-on action to execute the unit in time.

ii) *Merits:*

i) It retains the interest of the students because they go on with the same unit for a couple of days till it is complete.

ii) It lays stress on Gestalt's approach to learning where the unity of human behaviour deserves complete understanding as a whole. No learning- by- parts is allowed here.

iii) 'Learning by whole' makes use of different sources of material like magazines, encyclopedias, reference books, journals etc.

iv) The method provides scope for integration, correlation and core- curriculum to seek knowledge in the light of educational changes.

v) It gives variety of outcomes as the well- planed unit method' develops attitudes, abilities, skills etc., among children to gain love and respect for good work, leadership etc. These traits prove very useful for children in everyday life also.

iii) *Demerits:*

i) Many history teachers are not properly equipped to operate this method successfully, therefore, they are unable to induct good educational activities in the method.

ii) The method is time- consuming and expensive to run it properly.

iii) The school time- table gets disturbed as the method does not allow a fair deal for other subjects.

iv) Confusion is produced in differentiating a unit plan from a topical plan.

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v) All children do not fairly get involved in this method because of different I.Qs of students in a class.

vi) Certain basic things like learning dates, technical vocabulary, particular characters etc., get ignored in this method.

XII) Questioning- Answering technique (Conversational Method):

i) Introduction:

In order to get favourable teaching results, the question- answer method has been in vogue for a very long time. In fact it was Socrates who initiated the method and it came to be known as Socratic Question-answer Method. His contention was that all knowledge is within a learner's reach and the teacher is just to unfold it tactfully. Here, in this question-answer method, the purpose is to achieve the cognitive objective and bring the store of knowledge to the conscious level, so that a learner's job is made easy.

Socrates used a three- step approach to this method, namely, (i) presentation of questions in sequential order, (ii) presentation of these questions in such a manner that a learner's curiosity and motivation are aroused, and (iii) lastly, asking such new questions that have connection with the responses of the learners.

Today it is admitted that teaching can be a great fun if teachers know the art or skill of putting right questions. Parker says, "Questioning is the key to all educative activity", and Thring believes, "Teaching means skilful questioning to force the mind to see, to arrange, and to act". Colvin feels, "No teacher of elementary or secondary subjects can succeed in his instruction who has not a fair mastery of the art of questioning".

From all this it is evident that to a great extent, a teacher becomes a success if he is a master of the art of questioning. It is the key to all educative activity.

ii. There are two- basic principles involved in the art of questioning-answering and these are:-

01. *The principle of unfoldment:* Here it is presumed that all knowledge is within the learner and the teacher cannot teach him new knowledge, and

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02. *The principle of emittment:* It is possible to emit or extract all knowledge by linking questions with answers.

iii) Purpose of artful questioning:

01. *Testing the knowledge acquired:* Testing previous knowledge of a learner concerns a teacher as it helps him to know about what the learner already knows.

02. *To find out difficulties:* Proper questioning helps a teacher to know what exactly are the difficulties of a learner.

03. *To encourage motivation:* It is necessary to motivate a learner so that his attention is held through suitable questions.

04. *To seek full and active participation of learners:* Proper questions help the teacher to get full and co- operative participation of students. The learners feel compelled to listen to what the teacher says and at the same time remember the answer also.

05. *Making use or application of knowledge:* It is the aim of questioning to help learners to seek knowledge so that it is put to use in different situations in order to reflect that learning has been effective.

06. *To build self- confidence:* After answering questions correctly many times, the learner's level of confidence increases.

07. *To ensure social and intellectual development:* Proper questions really build an academic or intellectual atmosphere in the class. It equally promotes better social cohesion among learners when they master the art of answering questions appropriately.

08. *To help learners to correlate past experiences with the lesson in hand:* There are students who read, travel and have other educational experiences. These can be made use of by questioning the students concerned so that it has a bearning on the lesson in hand. In case of developmental lessons, we correlate the previous experiences of students.

09. *To uphold class discipline:* Oral questions to students keep them busy in thinking till the proper answer is available.

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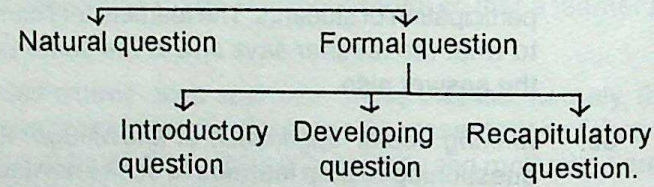
Hence children hardly get time for any classroom indiscipline.

10. *To recapitulate the lesson:* In order to get the lesson fixed in the mind of a learner, recapitulation of the previous lesson paves the way for the new lesson to get introduced.

iv) Classification or the kinds of questions:

a) *Gatto's classification:* This classification is of nine kinds namely, (i) Memory questions, (ii) Organisation questions (iii) Analytical questions, (iv) Comparative questions (v) Interpretation questions, (vi) Casual- reasoning questions, (vii) Inference questions, (viii) Problem questions and (ix) Evaluative questions.

b) Another classification is a simple one and is explained as follows:-



i) *Natural questions:* These are questions which children ask spontaneously to seek information about various things which they come across in their day- to- day life.

ii) *Formal questions:* These are the questions of which the answers are known, and the teacher makes use of them frequently. These questions are of three kinds- introductory, developing and recapitulatory questions. Introductory questions are put before a lesson begins in order to test previous knowledge of the students, and accordingly the lesson is started by a teacher.

The developing questions are those questions which the teacher puts to the class some time after the lesson has begun, in order to stimulate children, help them to hold their attention and proceed further with the lesson.

Racapitulatory questions are asked by the teacher towards the end of the whole lesson in order to revise the lesson, confirm if the same is understood by students and

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is fixed in their mind.

v) Essentials of a good question:

01. *It should be clear and free from vagueness:* The examples are:- who is the Prime Minister of India? Which is the capital of Japan? How many colours are there in a rainbow? etc.

02. *Use simple language and content in a question:* It is good to use simple language and content in a question according to the age, interest and capacity of the class.

03. *The questions should be specific:* Unambiguous questions do not confuse students.

04. *Questions should be stimulating:* The child's thought should be provoked. Example: How is Mumbai well located to be the capital of Maharashtra?

05. *Questions should be relevant:* Cole believes that good questions deserve to be relevant to the topic and should be continuous.

06. *Ask single question:* To avoid confusion among children, double questions should not be put, but questions with a single idea do well. Do not ask questions like this: Who was India's first Prime Minister and what is his contribution?

07. *Do away with yes/no type answers:* Questions whose answers are in yes/no form, do not provide a chance to a student to offer a complete answer to test his mastery.

08. *Avoid leading questions:* These questions have their quick answers.

09. *Do not use text- book questions word- by- word:* This controls parrot- like learning of students.

10. *Each question should have its own definite purpose:* Each question is expected to fulfil its own purpose.

VI) The art of asking questions:

The following points deserve consideration by a teacher:-

01. *Always put questions to the whole class:* It is good to put

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questions to the whole class rather than putting it to individual student, because by this every student's attention is held and every one gets a chance to answer at his proper time.

02. *Questions should fairly be distributed to the whole class:* This involves every student and no one is ignored.

03. *Give enough and reasonable time to answer a question:* Students should be prompted to think for a while till the answer is available. If too much of time is given to answer, the bright students in the class feel uneasy.

04. *Avoid frequent repetition of a question:* This is necessary as the question asked should become intelligible to students.

05. *The formation or structure of a question should not be changed:* It can create confusion among students if a question is framed in different form.

06. *Graded questions should be asked:* The level of difficulty of questions can be increased gradually. Neither too easy nor too difficult questions should be asked.

07. *Do not put suggestive questions:* If it is done, the students do not show great progress as they are at once able to provide answers.

08. *Teacher's voice should be audible:* Every student in the class should be able to hear the question.

09. *Show adaptability in framing questions:* Sometimes pre-planed questions, when put to the class, may not serve the required purpose. Therefore, the teacher should be adaptable to frame questions in the class spontaneously to meet the situations.

10. *Ask questions in a pleasing and affectionate manner:* Teachers with serious expression on their faces do not get the required answers from the students as they fail to reflect their own pleasing and sweet personality.

11. *Do not ignore back- benchers:* They should get their opportunity to answer questions and keep them fully involved in the question- answer process of the class.

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12. *No double- barrelled questions should be asked:* Avoid echo and double- barrelled questions.

VII) *Answering:*

We have said a lot about the various aspects of questions. The next important side of questions is answering these questions. Let us consider its various facets.

Kinds of answers:-

i) *Encourage all correct answers:* Only correct answers should be accepted and encouraged by the teacher, and may even be repeated.

ii) *Avoid wrong answers:* No sarcastic remarks should be passed by the teacher when a wrong answer is given by a student. This deserves to be corrected and improved upon.

iii) *Avoid partly- wrong and partly- correct answers:* Only correct answers should be accepted by the teacher and when they are incomplete, the teacher should provide the remaining correct part of the answers.

iv) *Discourage answers based on guess work:* The questions should be framed in such a manner that the student does not get a chance to answer them on the basis of guess work.

v) *All rediculous answers should be avoided:* Children sometimes give a ridiculous reply to create mischief in the class. This should not be encouraged at all, as it spoils the discipline of the class.

VIII) Principles to be remembered while dealing with answers:

01. *There should be no collective answering:* Only one student should be allowed to reply a question at one time. Collective answering disturbs the adjoining classes by the loud noise produced by a class.

02. *Answers should be in complete sentences:* Even if a student is unable to answer a question in a full sentence, he may be prompted to complete the sentence correctly and as required.

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03. *Seek answers from many students:* It provides drill and nearly every one in the class knows the correct answer for the question in hand.

04. *Insist students to answer audibly:* It should neither be too loud nor too low tone.

05. *Provide time to think:* Students need reasonable time to answer correctly a given question.

06. *Use appreciation words with care:* Teachers should avoid the mechanical use of the words, 'good', 'very good', 'excellent' etc., for students who give correct answers. Use it judiciously.

07. *Encourage only correct answers:* These get set in the minds of children. A student should be told why and where his answer is not correct.

08. *Provide help to a student in completing an answer when it is a must:* If frequently helped by the teacher to complete their answers, the students may develop the habit of learning half the answers.

IX) Merits of question- answer technique:

i) *It is full of verbal interaction:* This keeps students very busy and the teacher takes care of the capabilities, needs, interests etc., of the students in their verbal involvement in the class.

ii) *It is psychologically a sound approach:* In a a question-answer session, students are motivated to find solutions for the problems or questions posed. Past experiences are utilised by the students and their experiences get enriched. It leads to the modification of behaviour among students.

iii) *The activity is participative:* Each student gets a chance to take part in an interesting question- answer activity and becomes a part and parcel of the learning activity.

iv) *Scientifically approved:* The activity is scientific and helps learning in a scientific manner. It involves a student's experiences and consolidates his new learning.

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v) *Practically useful at all levels of learning:* It is practically useful at the school, college and even at the university level.

vi) *Enthuses children to put more questions:* When children are thrilled in the question- answer technique of learning, they feel encouraged to ask more questions to remove their doubts.

Demerits:

i) *The technique cannot be used for seeking all types of knowledge:* All the subjects of the syllabus cannot be handled by this single method.

ii) *Every time all the teachers do not ask suitable questions:* Preparing good questions is an art and at every stage of a lesson, good questions are not coming forth from all the teachers using this technique.

iii) *The technique becomes dull:* It becomes a mechanical routine to put questions and then expect relevant answers from students. It sometimes emphasises the role of memory more than actual learning.

iv) *Lower classes not well served:* In primary and middle classes the students do not derive full use of this technique because of the lower age- group of children and the general inability of most teachers to frame good questions. Even teacher training programmes do not take note of helping trainees to pick up the art of proper questioning and the subsequent proper answering.

Suggestions to improve question-answer technique:

01. *Teacher's humour:* It reduces boredom in the class where this technique is in operation. Sometimes the teacher should offer some humour to the class to reduce monotony and then revitalise the work.

02. *Competent teachers:* The success of question- answer technique depends on the availability of competent teachers who know the use of successful questions and equally encourage students to provide suitable answers for the questions put.

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03. *Supplement the technique by other methods:* For the success of this technique, it is desirable to use other methods like dramatisation, discussion method, lecture method etc., when it suits the needs of the topic and lesson.

04. *The technique should be used with a purpose:* This can include testing previous knowledge, offering knowledge, recapitulating the same, upholding discipline and ensure better development of the students of history.

In the light of question- answer technique, it has its advantages. Questioning is an art and this art should be developed by teachers to prove useful in the success of this technique. It was Socrates who initiated this technique with the belief that all knowledge is at a student's hand, and the job of the teacher is to push it nearer to the student. The technique intends to achieve the cognitive objective so as to help the history student to think independently. The technique helps a teacher to come to the rescue of the students to remove their particular difficulties. It is for this reason that the technique is gaining popularity in the teaching of history in higher classes.

XIII) Role- play or simulation method:

i) Introduction:

Simulation is defined "as a role playing in which the process of teaching is enacted artificially and an effort is made to practise some important skills of communication through this". Here the teacher and the taught simulate a particular role and do their best to identify themselves with the classroom situations. In this way the whole programme of simulation becomes simply role playing or a preparation for perceiving role- play. Essentially role- play rests on psycho- drama, socio-drama, sensitive training etc.

There are two basic presumptions in this method, namely, certain skills involved in teaching are subjected to modifications as in other skills, and class-room problems are likely to increase through role perception.

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ii) Flander gives the following steps in role playing:

01. Each person or student in the group is assigned various letters like A,B,C,D... and after sometime there is rotation in the role assignments so that each person gets his/her chance to observe the programme or perform like an actor/ actress.

02. The various skills to be practised are first discussed in detail and accordingly topics are suggested to suit a particular skill.

03. Before the programme begins, it is settled by mutual understanding who would start the conversation, would interview, would break the interaction and when it is to be stopped.

04. It is also decided in advance how to evaluate performance, which kind of data is to be recorded, how this recording is to be done etc.

05. In the first programme of roleplay, the actor is given all necessary help. Sometimes a change is needed in the programme to improve the quality of proper training.

06. In order to keep the interest of the participants alive, necessary changes in the topic(s) are allowed. Besides, Cruikshank has also given his own twelve steps involved in presenting different role- play problems and we shall not include them here.

iii) Demerits of role- play or simulation method:

01. Many participants in this method face difficulties in asking questions, particularly when participants are just beginning to work under this method.

02. Many times observers make wrong recordings.

03. The basic defect is to think that in skill training adults can work as role- players for students.

6.04. Conclusion:

To conclude we can say that a number of methods of teaching

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have been given in detail in this chapter. It is entirely left to the ability of a history teacher to use different methods in different situations and different age groups for the "process of planning, guiding, sharing and evaluating learning with a group of students". It should be borne in mind that a method of teaching may be good in the hands of a particular teacher, but it is not necessary that the same teacher in different situations will be able to deliver his goods properly. So, a wise teacher always uses such methods of teaching which make the teaching-learning process a great success. It is found that it is on the selection of a method of teaching that the success of a teacher depends. Thus methods are only guides, and not a final word on methodology at different levels of teaching.

Learning Assignment.

01. What are the essential characteristics of a good method of teaching? Discuss.

02. Discuss Source Method, Project Method, Story-telling Method, Lecture Method, Assignment Method or Problem Method in detail. Give its merits and demerits also.

03. What are the salient features of questioning techniques used in our history classes? Explain.

04. Give suggestions to improve question- answer technique.

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"History is the report of the phenomena which follows one another and has reference to time"

—Immanuel Kant

"Space sense implies the capacity of the individual to comprehend the space relations of the historical phenomena".

—Shaida and Singh

Chapter 7

CHRONOLOGY, TIME AND SPACE SENSE AND HISTORICAL IMAGINATION

7.01 Introduction:

One of the main concerns of a history teacher is to acquaint his students with important issues of chronology, time sense, space sense and development of historical imagination. It is very useful for a history student to know all these, otherwise history will lose its charm for him. Since history is the story of man, his struggle against nature and its elements, and various things that have happened to him in certain places, distances and durations, there are chances that parallel events may have taken place in other countries also. As regards place and time sense, history is meaningless if it does not say why and when particular things happened so as to understand the motives of human beings regarding the same. It is again the function of a history teacher to develop among his students, their imaginative capabilities to trace out why and how certain events have taken place in relation to time and space. We know that there are certain important mile-stones on the road of man's growth and development, so students have to be educated about what preceded and what followed certain events on this long road. Historical events have to be placed in proper and true perspectives.

Human behaviour has two sides—internal and external— and both, these are to be studied. The external is easily observable, while to study of internal things like designs, intentions, purposes or policies of war heroes, rulers, etc. are also to be studied and analysed in the light of various actions and events.

7.02 Teaching chronology:

Various features of chronology in history are four in number, namely,

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location, distance, duration and simultaneity. Let us take each one separately.

i) *Location* : History is a long record of past events, and it also explains the present and educates about the future. It therefore, demands that all events be understood in proper perspective. The events can be located on a long time-line by giving them a date which makes it easy to recognise and offer a means to visualise various antecedents and consequences connected with it.

Location means a way of spotting events and persons related to other events and persons, and also to us.

Time is infinite and flowing, having no beginning and end. But historical events are localised facts, having both, a beginning and an end. Thus the location of a historical event pertains to its placing on the long time-line, and we can measure its distance from us. For example, India got freedom in 1947 and we can have other spots on the time-line and it helps us to find out the relative position of various events.

Locations are made as history needs it. It is with the help of relations that exist between various spots on the time-line that we understand relative position of events.

ii) *Distance*: Distance speaks about the length of time that stands between two events, two periods and two perspectives. The distance between two periods would reflect the social and cultural progress that we have made. For example, India became a republic in 1950 and it is an important event in our history and we can compare it with the progress made by us till 1999.

The dates have their associative bonds. For example, Quit India Movement was launched in India in 1942 and by now (viz., 1999) we have celebrated (1999-1942=57) 57 times this day in India. We can also measure various life activities possible through associative bonds.

iii) *Duration*: Pupils are eager to know the total amount of time required for the happening of a significant event. They may also wish to know how long a ruler or a dynasty lasted. It

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can also mean the period in which a movement, a religion, a philosophy or an idea assumed a definite or a proper shape. For example, the struggle for India's freedom began in 1857, ended in 1947— that freedom was really won after 90 years of struggle. This period helps to measure easily the process of development during these 90 years.

iv) *Simultaneity* : Often parallel events take place in the history of different countries simultaneously. The parallel events or

Sychronistic Table

Vijayanagar		Bahmani		Bijapur	
Harihara I, & c.	1336				
Bukka I	1343				
		Alau-d din I	1347		
		Muhammad I	1358		
		Mujahid	1373		
		Daud	1377		
Harihara II	1379	Muhammad II	1378	Ghiyasu-d din	1397
Deva Raya I	1406			Shamsu-d din	1397
Vira Vijaya	1410	Ahmad	1422		
Deva Raya II	1424				
		Alau-d-din II	1435		
Malikarjuna	1447				
		Humayun	1457		
		Nizam	1461		
		Muhammad III	1463		
Virupaksha	1465				
Praudha deva Raya		Mahmud	1482		
Narsingha Saluva	1486				
				Yusuf	1490
Immadi Narasingha	1492				
Narasa Nayaka	1505				
Vira Narasingha	1506				
Krishana Deva Raya	1509				
Achyuta	1529			Ismail	1510
				Mallu	1534
				Ibrahim I	1535
Sadasiva	1542				
Tirumala	1570			Ali	1557
Ranga	1573				
Venkata I	1585			Ibrahim II	1580
Others	—				
Ranga	1642			Muhammad	1626

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developments, comparisons and contrasts prove helpful to understand the history of a country in the light of world situation. For example, Elizabeth's England was blessed with peace and progress, and like-wise Akbar's India was warming under the sun-shine of his benevolent rule. Besides, there are examples how the events in modem Britain certainly had their influence on modern India. So, when we contrast and compare the two countries, we are able to discover the various developments in history. Similarly, contrast and comparison can be made with many more countries.

7.03 Points to be kept in view while helping students to become chronology (date) conscious:

01. Select only important dates.

02. Ask children to select a number of dates to study and compare them so that they can be fitted at proper places on the time-line.

03. Dates selected from lessons should be put to use.

04. History cannot be measured in abstract years in the shape of numbers, but it should be measured in the light of life and activities of people.

05. Dates and time-lines simply give a sketchy picture, and these need to be completed.

06. Selection of dates should be done carefully.

7.04 Methods of teaching chronology :

These are 01) Time-lines . 02) Map exercise, 03) Quiz exercises, and 04) Panel discussions. Let us take them separately:-

01. *Time-line*: A time-line gives separate representation of time. For example we draw a line 10 cm long to represent half a century (1901-1951). Divide it into 10 equal parts, so one part represents 5 years.

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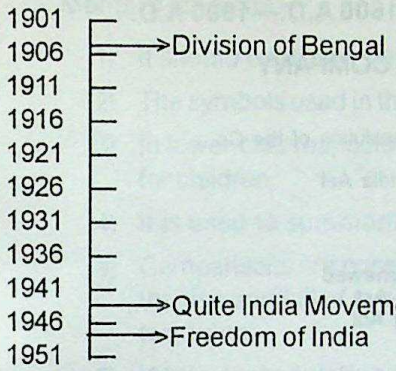

On the left side important dates are mentioned. In the same way we can represent a century, ten centuries, twenty centuries or even a longer period on the time-line.

There are four kinds of time-lines, namely i) Progressive time-line, ii) Regressive time-line, iii) Pictorial time-line and iv) Comparative time-line. The progressive time-line shows sequence of events from past to present, while it is from present to past in the regressive time-line. Pictures are used to represent events and personalities. In the comparative time-line, events taking place in different countries are placed side by side for the sake of comparison.

Progressive time-line 1600 A.D.—1900 A.D.

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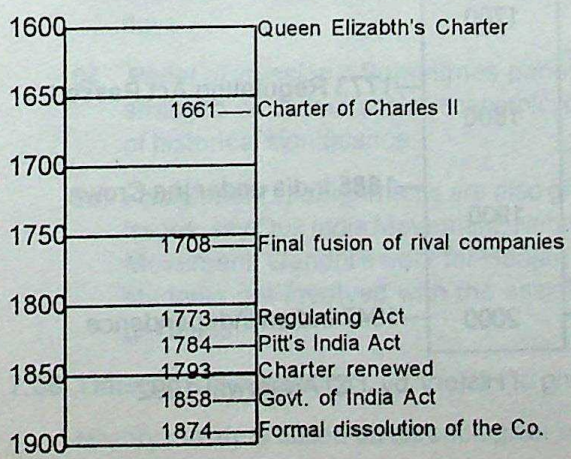

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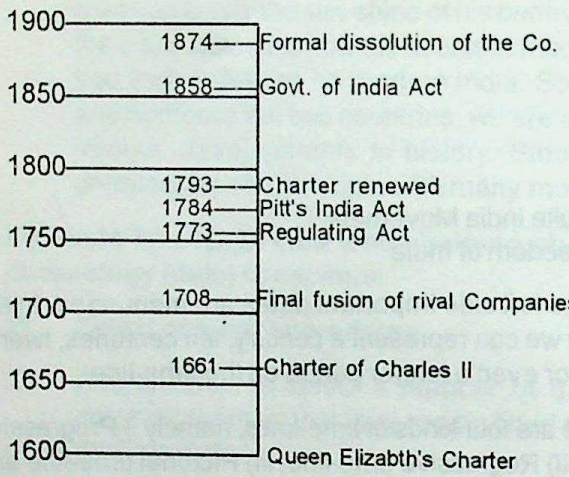
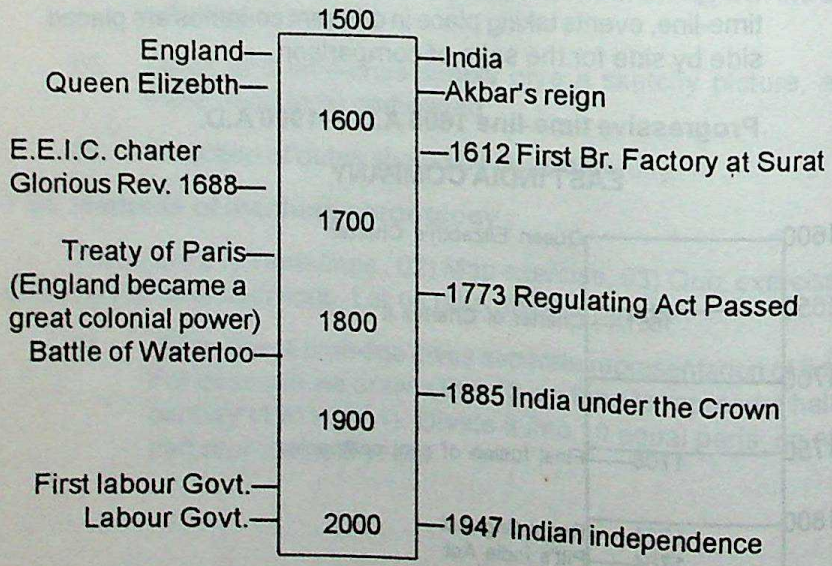
Regressive time-line 1600 A.D.—1900 A.D.

EAST INDIA COMPANY



Comparative time-line 1500 A.D.—1950 A.D.

ENGLAND AND INDIA



Adapted from ' Teaching of History' by J.C. Aggarwal-1992

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Merits of time-line:-

1) It should be drawn very neatly so as to become useful.
2) The symbols used in the time-line are made clear to students.
3) In lower classes, colour may be used to make it appealing for children.
4) It is used to summarize historical topics.
5) Comparisons are possible with the help of time-lines to notice the rise and fall of two ruling dynasties, two cultures or even two rulers.
6) While recapitulating his lesson, teacher can make use of the time-line to make the lesson intelligent.
7) Whatever reference is given by the teacher about time, he should locate it on the time-line to make it impressive.
8) Present only important events on the time-line to make them intelligent.
9) When care is taken to make equal units of equal length to represent time and space on it, the learning becomes exciting.

02. *Map exercise :* Maps should be used by students to represent events and dates on them.

03. *Quiz exercise :* It is interesting to use quiz competitions in the class regarding events, dates, countries, personalities etc., and these are very commonly used on T.V. and Radio these days .

04. *Panel discussion :* Sometimes panel discussion should be arranged on various social, economic, political and allied issues of historical significance.

05. *Assignment* : Assignments are also given on many important issues, say Quit India Movement, Nehru's Role in the Freedom Movement, Gandhi's work for Harijan Upliftment etc., so that students get involved with the assignment under teacher's guidance.

7.05 Time sense in history:

History mostly is based on chronological presentation of historical

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facts related to various dates, and it is generally difficult for children to remember various dates. So, what is generally done is to select only a few important dates,

Students try to learn them in relation to other dates in order to remember a good number of dates with different events.

But time has its own relevance. It hints at two important things, namely, the ideas of change or development, and continuity of human affairs and activities. The past has its own logic and all events rest on their respective causes.

There are following ways to cultivate time sense among history students:-

01. *Time Chart* : It is a device to develop the concept of time-sense in children. It is presented in graphic form to show the time relationship between two different events.

Time charts serve a great purpose. They offer chronological order of events and various movements that have taken place in history.

Time charts are of various kinds like pictorial time chart, panorama chart, comparative time chart and composite time chart. The pictorial time chart and panorama chart have more relevance for lower classes. The pictorial time chart shows that time moves on and the same is shown by using pictorial representation of various events, movements and achievements.

In a panorama chart, historical developments down the ages are shown by the pictures of important events of history. For example, 100 years are represented by important events of this period, and similarly we proceed to represent other centuries.

In higher classes comparative-time-charts and composite time-charts are used. Comparative time-chart represents two different sets of events related to two different centuries on both sides of the time line. In composite-time chart, a detailed representation of different events of a particular period of time is given.

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02. *Time Line:* It provides spatial representation of time where there is a uniform scale. Only selected dates are taken for representation. The line drawn is long.

Time-lines become clear with the help of space sense which is easy to see. The heart of time sense is sequence of events in chronological order.

Time-lines can be of two kind:- Progressive or regressive lines. In progress time-line we follow the logical order of events that have taken place in time. We proceed from one event to another in a proper sequence. But we fail to evolve time sense as long as we do not compare the events with those events which are familiar to us. This difficulty is removed by using regression time- line method.

In regression time- line, we start with a known or familiar event and move backwards till we reach the dates put up by us. Here sense of time is given by regressive time-lines, beginning with the present and using and noting important and known events, as points of comparison. In this way we take a child back to the event from where we desire him to begin his lesson. In this way he understands how distant is that particular event from him.

03. *Time rolls :*Here children are asked to paste a good number of pieces of paper (3"-4"wide) till it is 5'-10' long. Paste one end of the strip round a stick, and this end is the beginning point. Take the other end of the strip where the earliest date in the lesson appears. Between these two ends, the beginning of the end represents 'now' — the earliest date. Then divide the space into 5, 10, 100 Years as suited to us and finally various dates in the history lesson are entered at their appropriate places. This is the time roll which when unfurled shows the earliest date to 'now'.

04. *Time graph :* It shows the development of historical movements , rise and fall of dynasties and institutions, ideas etc.

7.06 Space sense in history :

It means the capacity of the student to understand the place relations of historical significance.. Here the student should know the

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direction , distance and the location of places. Even the geographical factors should be known to a student .

Actually cultivating space sense is easier than teaching time sense. Students already know the four directions —east, west, south, and north. Teaching place relations to students requires the teacher to make use of place charts, maps, etc. to pin-point the location, find distance and direction of the places as required in the lesson in hand .

01. *Maps* :The information on maps is already given in the book elsewhere.

0.2 *Place charts* : In place charts lines are drawn from the home, town or the particular place of historical happening to clasify the concept of distance and direction. This resulting diagram is called a place chart.

0.3 *Layer chart :* It depicts the growth of an empire or a kingdom. First the map of the country concerned is drawn. Its copy is cut from a thick sheet of paper by putting it under the map. A number of such maps should be prepared on thick sheets of paper. They are pinned at one end, and put under each other so that they can freely locate territories etc.

7.07 Cultivating historical imagination :

It is necessary for the history teacher to develop historical imagination in his students, so that they can visualise incidents or scenes explained to them with the help of lecture method. In fact certain mental pictures are to be developed in children eager to know about various deeds, ideas, great persons etc.

Here much depends on the history teacher's way of presenting lessons using other techniques. When he narrates a story, it should be full of action and details. Actually the rich imagination of the child is to be developed properly. But an unknown event, idea or person should be first introduced properly to them so that their imagination is provoked, and then the actual cultivation of historical imagination should begin.

In higher classes students want more details and broad-based knowledge about ideas, movements, trends etc., so as to have rich food for their growing imagination; they want to know "what", 'why' and 'how' of things. It is remarked by Rickman, "The human mind can

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understand whatever it has created and the whole historical world spreads before us as a field of human activity, of the realisation of human hopes and the suffering of misery and frustration by human beings."

Thus there should be ample scope for the child to think and rethink in his mind to sharpen his imagination so as to improve his historical understanding.

To conclude, we can say that teaching of chronology, time sense, space sense, and cultivating historical imagination among children, is of utmost concern for a history teacher. About time (or time sense) Prof. Gallraith opinions, "If time were to stand still, history would soon cease".

Learning Assignment

01. What are the various considerations to be kept in mind for teaching chronology? Discuss.

02. How can we develop time and space sense in history? Explain in detail with examples.

03. How is it possible to develop historical imagination among young history students? Discuss.

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A text-book is a "store house of basic information which the pupils can use in a variety of ways"

—C.P.Hill

"History text-books, when used effectively, not only utilize instruction in the class, but also give a new meaning to history teaching and learning".

—NCERT's Teaching Hist. in Sec. Schs.

Chapter 8

HISTORY TEXT-BOOKS AND SUPPLEMENTARY READING MATERIAL

8.01 Introduction :

There is hardly any need of text books in early classes where social studies is introduced through environmental studies. At the early stages children love story-hearing and later on they are introduced to their social and physical environment. It is later on that the need for a text book is felt.

A text-book is a basic tool meant for various classes and it is felt that the material chosen to be taught as history should be carefully chosen, logically presented, and usefully delivered to children, and doing so would bring us rich dividends. But the right place of a text-book in the teaching of history continues to be a controversial topic for some historians, while others support the use of text-books in history. Both these views are extreme views and the truth lies in the fact as Keating says, "Text-book is half of apparatus of teaching". They are an essential part of our educational programmes. A history cannot be a language reading book or just a part of reading material. Essentially history books should be history -thinking promoters. Aims and objectives, and many more things deserve to be kept in view while selecting history books. The N.C.E.R.T's book titled "Teaching History in Secondary Schools" opines, "History text-books, when used effectively, not only vitalise instructions in the class, bur also give a new meaning to teaching and learning". In the same direction C.P. Hill observes that a text-book is a "store house of basic information which the pupils can use in a variety of ways". In fact, a good text-book in history is an asset.

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8.02 What is a text-book ?:

There are different authorities who define a text-book in their own ways. Bacon means by a text book " a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices".

The American Text book Publishers Institute believes that " A true text-book is one especially prepared for the use of the pupil and teacher, or closely related subjects".

The Encyclopedia of Educational Research states that "In the modem sense and as commonly understood, the text-book is a learning instrument usually employed in schools and colleges to support a programme of instruction. In ordinary usage, the text-book... serves an avowed instructional purpose, and it is placed in the hands of the learner".

More definitions can be piled up and it can be concluded that a text-book is a book, well-planned and presented, meant to meet a student's requirements by presenting the material under various heads, sub-heads, questions on different chapters, pictures, illustrations etc., so that it becomes a primary tool of systematic learning in an effective manner.

8.03 Types of history text-books :

According to Henry Johnson the following types of text-books are there to meet the requirements of elementary and secondary schools:-

01. *Precise text-books :* These books contain bare accounts of facts in history. These do not offer detailed accounts.

02. *Manuals :* These are the books that contain full data and details about facts. There is still room to improve them further, but these serve as the opposite of precise text-books.

03. *Other books :* These offer full details of the facts and data with hardly any scope for further development. The topics are handled in an intelligent manner after they have been carefully prepared.

In our country we use the following types of history text-books:-

01. *The ones prepared by the N.C.E.R.T., New Delhi:* These books are prepared by great experts at the national level in

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collaboration with highly qualified and experienced teachers, selected from secondary schools from different parts of the country.

02. *Sketches :* These are cheap books that ruin the education of students. The sketches are written badly with scattered notes and these are not-generally-well-prepared to suit the requirements of history students.

04. *Teacher's guide-book :* The N.C.E.R.T. has prepared many teacher's guide books to guide them in the use of text-books, giving home assignment, "Things to do" etc., but it is unfortunate that these books are yet to become very popular with a large number of school teachers engaged in teaching history to different classes.

8.04 The importance of good history text-books:

We cannot ignore the saying that it is "after the teacher, the learner's chief aid and support... A well chosen text book can always be a useful adjunct to the efforts of the teacher and a reassurance to the pupil" A good text-book is like a treasure, and to have it and enjoy it, is a student's privilege. It is therefore, important that a good history text-book presents the various areas of knowledge, skills etc., faithfully for the consumption of students.

However, the importance of a history text-book is to be seen from two angles—their being useful for students and being useful for teachers concerned. Let us take each angle separately.

I) *Useful for students:* Basically a text book in history is mainly meant for students and so it should help them as follows:-

01. *Serve as a guide, friend and philosopher :* A good text-book should help as a guide, friend and philosopher to explain causes and effects, factors at work etc., of happenings and events of historical nature. All this should be presented in a simpler form so that the subject matter is digested by young students. Important points need to be stressed and the book should guide like a true friend, and explain history, step by step, bit by bit, in letter and spirit like a philosopher does.

02. *Subject matter presented logically and systematically:* A good history text-book should present the material in a clear and

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self-explanatory manner to link the past with the present, link local history with the national history, and students must know where the historical events take place with regard to space, time and society. The material should be presented systematically and logically. Estimation of historical personalities should be done in a chronological order.

03. *History text should be bias-free:* Absolutely no touch of any bias should be in the writing of a history text-book and it should present nothing other than truth. Sentiments of narrow nationalism should not enter any history text-book; it should on the other hand improve the rich ideals of fellow-feeling, get-togetherness, communal harmony, international understanding and the like.

04. *Price within reach :*The text-book should reasonably be priced so that a great majority of our students who come from poor homes and belong to rural India, are in a position to buy it comfortably. Individual authors, agencies other than the N.C.E.R.T., should be encouraged to write good text-books, but financed by various government agencies so that the price of the text-books for different classes is within the reach of one and all history students.

05. *Periodic revision :* All text-books need to be revised and reproduced after three or four years so as to introduce new information in the light of of new findings and requirements.

06. *Get-up etc., up-to the mark :* The cover, title page, printing, pictures and graphs, paper size of the book etc., should be up-to-the mark so that it does not cause fatigue to the eyes of young learners.

07. *Questions, 'things to do' etc., at the end of each chapter* : Every chapter towards its end should contain questions on the topic presented in the chapter. There should be scope for project work or "Things to do" along with other questions. Besides, there should be other associated questions given at the end of the chapter to improve knowledge of history lovers in the class. Some questions that need discussion should also be asked.

08. *Favourable language* : It is implied that the language of the

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text-book should be simple, clear and effective. Simple idiomatic and forceful sentences etc., should be offered in the text-book in an effective and attractive manner. Students in return should develop the desire to read more and more on the topic or chapter in hand.

09. *Subject matter graded and complete :* The text-book should neither be incomplete nor difficult; it should be complete and up-to-date, explaining 'what' 'how', 'why', 'when' and 'where' of the things and events presented for study.

10. *According to aims and objectives* : A text-book in history should never lose sight of the various aims and objectives required to be fulfilled in a particular class.

11. *Store-house of knowledge:* According to C.P.Hill, a "text-book ought to be ... a store-house of basic information which the pupil can use in a variety of ways". So, the text book should serve as a mine of information for the students.

12. *Help to do home task* : The requirement of a good text-book for students is that it should help them to do their work at home with ease and they should not feel handicapped in any way.

13. *Meet requirements of all Students :* The text book should be written in such a manner that it meets the requirements of above average, average and below overage students in the class by offering them 'General Questions', 'Advanced Questions', and 'Real Questions' respectively their learning requirements.

14. *Meet the needs of non-school students:* We have 'open school' scheme operating in the country to educate those less-fortunate students who are not in schools, in such a manner that these outside-the-school knowledge-seekers are also benefited. This is equally true of such less personnel of our Defence Forces that are eager to acquire higher qualifications for career development.

II) Useful for teachers : Text-books are equally needed by our teachers and, therefore, these should do the following :-

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01. *Prompt a teacher:* A history teacher should be prompted to consult the prescribed text-book so as to augment his knowledge, skills, appreciation etc., about various historical events like Quit India Movement-1942, Jalian Walla Bagh Tragedy (1919), Sepoy Movement (1857) etc., and consult other books to meet the demands of his profession.

02. *Offer directions and guidelines :* The history teacher with the help of a balanced text-book should be guided about certain 'Do's', and 'Do nots', it should also offer a host of directions to him to make the subject or topic 'easy to grasp' by the students.

03. *Answer of the questions etc., correctly recorded* : The answer of various questions, problems, riddles, puzzles etc., should be correctly recorded in the text-book so that there is no need for the teacher to waste time in re-checking questions etc.

04. *Cultivate rich knowledge :* A text-book is usually written by experienced, qualified and on-the-job teachers who normally put in their best, and as such this rich knowledge can be made use of by competent teachers to play their role in a leading manner.

05. *Help integrate knowledge :* A text-book prepared on a broad-base helps to integrate knowledge when used by the qualified teacher concerned. Today's history texts are certainly written in a fashion and form to facilitate correlation and inter-disciplinary approach;these can help a history teacher.

06. *Offer individual attention :* A good text-book helps a history teacher to provide individual attention to a class of students for the sake of better teaching process.

07. *Encourage drill work :* The teacher is helped a lot when he engages his students in drill work as he knows "practice (drill) makes a man perfect".

08. *Help preparing teaching aids* : Good text-books at the end of many appropriate chapters, provide a fund of direction to prepare various teaching aids with the help of students so that practical work and "learning by doing" is guaranteed for

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students under the able guidance of the promising history teacher.

09. *Remind constantly aims etc :* A good text-book always reminds a teacher about the fulfilment of different aims and objectives through the teaching of history at different levels. This reminder is useful for the teacher as well as the students.

10. *To promote self-study* : A good text book certainly encourages self-study, particularly for teachers stationed at far-flung and inaccessible areas. The text-books serves as a good substitute for direct learning in history.

11. *Serve as a reference book* : The names of advanced books mentioned in a good history text-book provide information to a teacher about the other books he should study to enhance his knowledge, information, skill etc.

12. *Provide selected questions*: A good history text should know to choose certain selected questions for students to prepare for competitions, debates, discussions etc. In this way the teacher's work is minimised by not having to prepare a separate detailed list of required books for answers to questions.

13. *Serves as a basis for other subjects*: Discussion Method, Project Method, Assignment Method etc., learnt from one good text-book can also be applied by the teacher (with modifications) in other subjects also. The teacher need not read them afresh.

14. *Help to plan lessons :* A teacher has to use a quality text-book to plan his lessons and without such a book, this is not possible for him. It is thus a 'common companion' of the teacher.

15. *To be an "assistant master in print" :* A text-book contains content and techniques for teaching the same by a teacher, hence it is an 'assistant' to him.

16. *Help to revolutionise society* : A text-book gradually helps a teacher to modify the beliefs of a society and enabling him to function as a socially responsible teacher.

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17. *Promote educational inter-action between a teacher and his students:* The crucial use of a text-book in history for a teacher is to evolve proper educational interacting-climate in the class between him and his taught, so that learning takes place in groups.

18. *Help to complete the syllabus*: Since a text-book for a particular class is specially projected to meet the syllabus requirements, it helps a teacher to complete his full course according to the topics etc., given in the text-book.

8.05 Chief characteristics of a good text-book in history :

These are briefly explained as follows, trying best to avoid undue repetition.

01. *Use of different methods* : A good text-book in history makes use of different methods for teaching different topics or events.These include Project Method, Assignment Method, Text-book Method, Story Method, Dramatisation, Source Method, Lecture Method etc., to be used according to the needs of the situations.

02. *Equal and fair treatment of all topics:* A good text-book provides equal and fair treatment for all topics in one single book without trying to be un-balanced in treatment of content and other things.

03. *A good author :* The author of a text-book in history, as said already, should be a man of learning, equipped equally with professional and academic competence. He should also exercise his freedom of thought and expression without hurting the sentiments of any one.

04. *Style of writing:* It should be in tune with the age and mental ability of children. By and large, it should be simple, brief and without being over-dominating in style of presentation and writing.

05. *No spoon feeding* : The good text-book is not expected to encourage spoon-feeding of the learners. The questions in the book should be well graded and their difficulty-level should gradually increase.

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06. *Self-composed material :* The material presented in a good text-book should mostly be the author's own creation. His fund of knowledge, command on the subject, his own-evolved examples etc., add value to the book.

07. *Good evaluation exercises :* At the end of each chapter there should be different types of evaluation exercises in objective type, essay type and other forms to test the acquisition of knowledge, development of skills etc.

08. *Recap of previous class/year's history:* In the beginning of a text-book there should be a detailed chapter on the recap of history taught in the previous class for the sake of continuity.

09. *Scientific thinking :* History has become both a science and an art. Objective understanding should be encouraged by the book among the students so as to inculcate scientific thinking in aproach to various aspects of learning.

10. *Reflect new thinking:* A good text-book is always eager to reflect new and novel developments in history like 'India After Independence', 'Our Changing Cultural Setup', 'Use of Computers in History etc.' 'Amendments in Parliamentary Laws," New Thinking on Harappa and Mohanjo Daro' etc. This is a step in the right direction, rescuing students from stagnant knowledge,

11. *Gain popularity of the subject* : History learning gets a fillip if the text-book concerned is prepared on such lines that would gradually result in the easy acceptability by and popularity of the subject with students , who are expected to master the subject.

12. *Set of text-books :* Ideally speaking there should be two different sets of books—one for the students, and the teacher should have his personal set of text-books and teacher's guide-books on history, right from class I to XII to understand the levels of difficulty of each book and other related things. This would also give the teacher a clear impression about the whole course content spread over all the school levels. His experiences and knowledge would initiate him to introduce relevant and important changes in any history text-book of the class he teaches.

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8.06 Demerits of text-books in history:

Together with the merits of a good text-book discussed before, one finds that there are certain demerits also that are listed below:

01. Students get ready-made material on various topics of the syllabi and they try to mug-up the material without understanding it. Basically, the element of direct experiences for students is absent in text-books.

02. They exert a dominating role in the whole educational process, where the scope and purpose of the curriculum gets badly affected.

03. There is no scope to introduce new methods like Heuristic Method, Inductive Method etc., in the presence of text-books on the subject.

04. Text-books are rigid and uniform to fulfil particular goals set for a class. Initiative of the teacher and the taught is badly injured.

05. It is feared that the ruling elite may be using text-books as tools of indoctrination for the would-be future citizens of the country. In fascist Italy and Nazi Germany they were used to inculcate narrow nationalism, social prejudices etc.

To conclude let us refer to the recommendations of the Madison Conference on Text-books in the U.S.A., which said " we recommended that a practice be established in the schools of using two or three or four parallel text-books at a time. By preparing different books, or by use of more than one book on a lesson, pupils will acquire the habit of comparisons, and the no less important habit of whether any one book covers the ground". In the light of this recommendation it would be in the fitness of things if, to begin with, we have at least two text-books for a single class in a single subject so as to overcome most of the defects of a single text-book used in history teaching in our classes. It would give a new and rich direction to the whole learning process, otherwise at present a "History text-book (a single book) has unfortunately become more important than the history teacher and History Syllabus".

8.07 Supplementary or allied reading material :

It is increasingly realised by many teachers of history and other

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subjects that in order to escape the tryanny of a single text-book prescribed for a class, it is very sound to depend on allied reading material. In many schools, a team of history teachers frame a body and make recommendations to introduce more reading material for students beyond a single text-book.

In Delhi and other parts of the country, allied or supplementary reading material has been realized towards great value for the teaching of history. Since a single text-book for a history class does not provide total satisfaction to students, use of supplementary reading material becomes necessary.

In providing supplementary reading material to students, we should have the following aims or objectives in our mind:-

01. It should promote the habit of self-study.

02. It should prompt students to prepare write-ups and speeches for various school programmes.

03. It should provide additional information regarding the subject.

04. It should extend the knowledge horizons of students.

05. It should aim at providing a feed-back for better knowledge.

06. It should help students to spend their leisure fruitfully.

07. It should further the knowledge gained from a text-book.

08. It should bring a student nearer to historical literature.

09. It should provide an enriched concept of history in relation to social studies.

Various advantages of using supplementary sources and fiction reading through supplementary material, are briefly listed below:-

01. It develops attitudes of intelligent and critical nature.

02. It promotes good reading habits.

03. The past becomes intelligible in an effective manner.

04. It stimulates independent thinking in students. As a result of long practice, continous reading habit is developed.

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8.08 Different types of supplementary material:

01. *Newspapers :* They provide the latest information on certain topics of historical relevance, and intimate about the changing developments taking place here and there at the national and international levels. Latest researches in archeology; celebration of important days like Independence Day, Republic Day, Gandhi Jayanti, Holi, Gurupurab, etc., provide important information to up-to-date the historical knowledge of children. Sunday Magazines and occasional write-ups provide a mine of information and make children news-paper minded.

02. *Magazines :* There are some special magazines meant for children and there are magazines on history, science etc. They keep children well-posted with the latest things in the field of history.

03. *Autobiographies and biographies of great personalities*: These include Gandhi's autobiography, Lal Bhadur Shastri's biography and biographies of Tilak, Subash, Indira, Akbar, Ashoka, Maharana Pratap, Shivaji, Razia Sultana, Bhaget Singh, Nehru etc. They depict the social, political and economic conditions prevailing in their respective periods of life. These autobiographies and biographies provide a huge source of inspiration to the young people.

04. *Historical fiction :* By studying historical fiction, various periods of history come alive to students. Bande Matram, 'Anand Math' etc., produce a sense of national pride and show how our freedom has been won by giving great sacrifices. The past is made interesting and invigorating for the sake of enriching the knowledge of tiny students.

05. *Travel accounts and allied stories :* The travel accounts of Chinese Buddhists like Fahien, Hieun Tsang, Itsingh and others who came to this country and recorded life, religion, politics of this country, make good reading. These books are fascinating study for children. Besides, Alberuni's India and Ibn Batuta's description of India is worth reading and these are captivating and interesting readings for young history lovers. These books also reveal many things that

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are unknown to youngsters.

06. *Work-books for different classes :* The recommended work-books for different classes play a great role in concretising ideas and lessons learnt in the classrooms with the help of text-books. Map Work, Project Work etc., can be perfected with the help of many good and broad-based work-books.

8.09 Best use of a text-book:

A text-book with all its merits is simply a means and not an end in itself. A student should never get this impression that whatever and as much as material contained in a text-book, is the end of knowledge. It is never the last word or the only material available on the subject for a particular class. Also, it should be remembered that a text-book is not a method of teaching, but it is simply an effective tool of teaching.

However, the following points should be kept in mind while making an effective use of a text-book for the class:-

01. *Evolve readiness for each unit of course*: It is advantageous to create proper readiness among history students through discussion, story-telling, map work and other activities in order to present a unit of the text-book. This would be like "setting the stage" before the actual work (drama etc.) begins.

02. *Introduce the contents of the text book:* It is very appropriate to tell about all the contents of the book in hand and how the contents are slowly to be covered in a session or year by the students. This would be first step towards creating readiness in students.

03. *Determine your own sequence of contents:* Sometimes authors or organisations write test-books strictly according to the syllabus etc., but a history teacher has freedom to offer content according to the logical order or sequence of events. This is a very suitable way to make the subject interesting for the students, and avoid boredom and fatigue.

04. *Use properly the questions and exercises given at the end of each unit or chapter:* Before starting a unit or a chapter, the teacher must know in advance how the students should answer different questions and exercises given at the end of

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each chapter. He must also be aware of, what supplementary reading material is needed to shape his answers and exercises in the best possible way.

05. *Teacher to study maps, graphs, charts etc., in advance :* Before beginning a particular chapter or unit, the teacher must know about the various teaching aids needed to add beauty and effectiveness to the lesson contained in the text-book. In this way a text-book would do greater service to students.

06. *Summarise learning :* In whatever is learnt by a student in a lesson, the text-book should be used judiciously to summarise learning with the aid of various activities suitable for the topic.

It is in this way that the best use can be made of the text-books but we cannot forget that "Textbooks are perhaps a necessary evil, necessary only to the extent of providing children with a guide to or frame-work of knowledge. In India, however, they are the only things that matter".:. It equally reminds us that "Text-books are excellent servants, but very bad masters". So the best observation on the use of text-books in that a " text-book deserves neither condemnation nor slavish respect. Text-books are amenable and pliable; they should be neither scorned nor worshipped". Therefore, " use a text-book as your friend and not as your master", is the final word on a text-book for history or any other subject. Supplementary reading material should be used faithfully to augment effective learning.

Learning Assignment

01. Describe in detail various types of history text-books used in our schools.

02. What is the importance of a good history book? Discuss.

03. Give the chief characteristics of a good text-book in history.

04. Discuss the different types of supplementary material used in addition to the text-book in history.

05. What things should we keep in mind to ensure the effective use of a text-book in history? Explain.

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"The (teachers) are as integral part of activities of the school as its curricular work and their proper organisation needs just as much care and forethought, if they are properly conducted they can help in the development of very valuable attitude and quantities".

—The Secondary Education Commission-1953

Chapter 9

THE HISTORY TEACHER

9.01 Introduction:

There is an old saying that teachers are 'born' and not 'made', but this saying has undergone a radical change. The challenges of the employment market are so sharp that we get a very negligible number of 'born' teachers. Most of the people come to take teaching as a calling only under the pressure of circumstances. Therefore, it takes time to help them to come on the main track and be a teacher of quality. In every case the emphasis is on such a teacher to shoulder the delicate responsibility of teaching youngsters in our schools where destiny of India is being shaped. Thus Education Commission Report (1966) declares, "The most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the schools as well as in the community. The reputation of a school and its influence on the life of community invariably depends on the kind of teacher working in it".

It is not an exaggeration to say, "As is the teacher, so is the school". To a great extent a teacher in a school or society is an asset. "The bedrock, however, on which any programme of...studies finally breaks down, is the teacher, his knowledge of the subject, interest in the pupils, and preparation for the job".

A history teacher, as believed by Lord Bryce, "must have the power of realizing the dead past in a living present, must in fact have a touch of imagination, as well as a vastly larger amount of positive knowledge". This is more relevant for lower classes where children are introduced to the subject. Attempts are on to prepare effective teachers so as to evolve a young generation of intelligent and constructive citizens of India.

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The history teacher holds a pivotal position in the school and even his role has begun to change. He is the soul of the school and his subject.

9.02 Role of the history teacher:

Since history has become a compulsory subject under Social Studies, the role or the function of the history teacher has gained importance. So, the various functions of the history teacher are as follows:-

01. Essentially, a history teacher should function as a successful guide and a perfect teacher.

02. He has to dismiss the feeling among his students that history is a dry subject by keeping himself mentally alert, morally sound and academically sharp.

03. He should be a regular listener to the daily 'complete news' at 9 P.M. from the radio broadcast or T.V. telecast. He must equally study in detail any national daily newspaper and a local newspaper to make himself 'a mine of the latest information on current events'.

04. Boredom often witnessed in history classes should be replaced by injecting varied historical activities suitable to the age, ability and aptitude of the students, to make the subject lively and interesting.

05. One of the essential functions of the history teacher is to promote national feelings by building strong bridges of understanding among all the students drawn from different faiths, languages, castes, sects, regions and communities. His role should be the role of 'a model before his students' who are to copy his all the excellent qualities and activities of secular and liberal nature.

06. His function should be to produce intelligent citizens and responsible persons for 21st century, a century of revolutionary and unprecedented changes.

07. A history teacher's role should be to produce youngsters who are well adjusted, actively informed and active citizens willing to participate and co-operate with others in tackling with the issues of national and international importance.

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08. H. G. Wells probably felt that ' teacher is the real maker of history' through his devotion to the subject, and the knowledge should get transferred to his students.

09. A history teacher's job is to correlate his lessons with day-to-day affairs of the world through his understanding and love of the subject, and also for the sake of 'teaching beyond the book'.

10. A history teacher should inspire his students to learn and enjoy the subject in its broader perspective, for we say,

"A poor teacher tells;
An average teacher explains;
A good teacher demonstrates;
And a great teacher inspires".

9.03 Qualifications of a history teacher:

These can be studied under two main heads namely,

i) Academic qualification, and ii) Professional qualifications.

i) *Academic Qualifications:*

a) Academically he should be a postgraduate in History and a graduate with History, and any of the Social Services like Political Science (highly preferred), Economics and Geography (higly preferred), to be able to teach Social Studies when Histroy, Geography, Civics and Economics may be grouped together in days to come.

b) Post-graduates in History should be able to teach upto XII class, while graduates in History along with another Social Science should be fit to teach upto X class.

ii. *Professional qualifications :*

a) The teacher (graduate and post-graduate) should hold a Bachelors Degree in Education/Teaching, viz., B.Ed., B.T., L.T. and its equivalents, preferably before joining a school as a histroy teacher. His mastery of educational psychology, methodology of teaching etc., go a long way to equip him with the real art of the teaching. This is necessary and

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Education Commission Report (1966) comments ,"The need of professional training is most urgent in teaching due to rapid advances in the field of knowledge".

b) Regular study of reading material in the form of journals, magazines, news-papers, books, book reviews, latest arrivals on history and history teaching etc., serve as a rich intellectual diet for him to improve the quality of his profession.

c) He should periodically join refresher courses, seminars, debates, lectures, Summer Institutes, workshops, in-service programmes and the like to keep himself professionally active.

In the light of afore-stated academic and professional qualifications of a history teacher, it is highly desirable to translate them into action so that he becomes a pivot round whom the whole educational process revolves fruitfully, energetically and constantly to produce the best human material (students) to face the challenges of the changing times.

9.04 Some special qualities of a history teacher:

A histroy teacher is different from other teachers and on him depends, to a great extent, the kind of human-material produced to uphold Indian democracy, and its cherished goals and values. So, the following special qualities of history teacher deserve mention:-

01. *Transparency :* A histroy teacher should always call a spade a spade. He should neither add or subtract anything from the truth or facts of history. He should be above petty weakness and jealousies of caste, creed, sex, region, food habits, dress, language etc. He should always present facts, and nothing beyond that . His own integrity should guide him to be impartial, un-emotional and detached in presenting history as it realy is, the 'story of man' spread over numberless years. He should be a model of knowledge, skill, behaviour and reactions.

02. *Widely travelled person :* Travel is a must for a history teacher to have first-hand and on-the-spot information about dams, museums, art galleries, historical monuments and buildings, geographically important places etc., to utilise them for teaching of the subject.

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If he takes his students sometimes along with him on a historical tour, it is a blessing in disguise.

03. *Skilful communicator :* A history teacher is lucky if he is blessed or has later on developed the art of good communication to conduct various histroy programmes like story telling, discussions, debates, lectures and even the daily history lessons to create a rich environment in the class or the school.

04. *Well-versed to use educational technology for teaching of history* : Modern technological devices like teaching machines, computers, T.V., magic lanters, over-head projector (10 mm), maps , globes, charts, graphs, pictures, films etc., have to be pressed into service by a competent history teacher to revolutionise the whole teaching-learning process for the benefit of his students.

05. *Deep knowledge of history:* This is possible when history as a subject of study has been opted by the teacher out of his real love and liking for the subject. This can promote him to become nearly "a mobile dictionary of history" to satisfy one and all, any time and every time.

06. *An honest interpreter of varied experiences :* M. L. Jacks says , " Above all he is an interpreter —interested not only in the experiences of his pupils, but also in the community to which they belong,... its cultural and technical achievements... glittering or dim discoveries which it offers". The teacher concerned should know how to marry the past with the present, the traditional with the modern, the alien with the native, and so on.

07. *Democratic and secular attitude* : A history teacher should specially be an uncommon teacher who is a democrat every inch and has a secular outlook. These qualities of the teacher can save our youngsters from many wrong things which have started to pour into our sectarian schools.

08. *Patience:* He should be an embodiment of patience so that his students equally learn to face schooling as patient seekers of knowledge.

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09. *Political neutrality:* He is bound to maintain political neutrality so that he is liked by all, and achieves success in his profession.

10. *A colourful personality:* It is said "while books can teach, only personality can educate". A successful history teacher is required to have such personality as can prove effective and influential for his students.

9.05 General qualities of a history teacher:

The work of a history teacher is very delicate and full of responsibility. Therefore, he should not be judged simply by "What he SAYS and DOES, but largely by WHAT HE IS". Therefore, besides his academic and professional qualifications, special qualities etc., he should have the following general qualities as well:-

01. *Knowledge about allied fields of Social Studies:* To do full justice to the teaching of history and for the advantage of students, knowing other social sciences like political science, economics and geography help him to sharpen his outlook and improve his own contribution as a history teacher.

02. *Sense of humour:* A teacher has correctly observed, "I consider a day's teaching is wasted if we do not at all have a hearty laugh". Day- to- day classroom situations create many tense situations at times when controversial issues come up for discussion, or when questions are not properly answered. In such and similar situations, sometimes humorous or witty remarks by the history teacher, can ease the situation. The teacher should well comprehend the situation, and judiciously release the tension by humorous actions or remarks.

03. *Artistic and aesthetic outlook:* History is both a science and an art. The map- work, chart and diagram making, flow charts, drawing, making historical designs and pictures etc., should be done artistically by children to cultivate their aesthetic sense under the able guidance of their history teacher.

04. *Just, fair and honest:* Since we consider a teacher to be a

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model display before his students, it is extremely desirable for him to be just, fair and honest in his dealings with students, both inside and outside the school. Children consciously and unconsciously imbibe many traits of the teacher particularly when he has a sense of justice, fairness and honesty. A great name is achieved by such a teacher who is just, fair and honest with the students.

05. *Self- analysis:* Competent teachers always resort to self-analysis through introspection etc., to asses their commitment, teaching capability and completion of the course in time. Ryburn stresses, "Self- analysis on the part of the teacher, is his initiation into the profession and should be regarded as a necessary equipment of a teacher".

06. *Non- emotional and good mental health:* An ideal history teacher has to be emotionally balanced and his mental health should be such as to be in concord with the students. Therefore, he needs to be cheerful, happy, satisfied, mentally balanced etc., to add charm and vitality to his personality for the sake of best returns from the job of teaching.

07. *Fluency in expression:* History teacher is not a language teacher, but his mastery of the language or of the medium of instruction, together with his command and fluency in expression, go a long way to carry his thoughts or lessons closer to his students. Pleasant fluency is a sign of greater appeal for children.

08. *Creative imagination and teaching*: A history teacher should be gifted with creative imagination and an appealing art of teaching, to carry the lesson home for children. He should help students to frame questions, riddles, problems, un-usual questions etc., in a non- conventional manner so that children become imaginative. Dr. Pires reminds us that a "great teacher lives and breathes the spirit of creativity and adventure".

09. *Well- versed in the methodology and content of teaching history:* The teacher should know which method of teaching would suit a class to teach a particular topic or event. He should equally have mastered the prescribed content of

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history from a number of good books other than the text-books. C.P.Hill reminds us, "Methods of teaching vary in their effectiveness. Their successful application depends upon the... teacher".

10. *Scholarly interest in history:* A scholarly teacher can be judged from what W.A.Ward says, "The mediocre teacher tells; the good teacher explains; the superior demonstrates; the great (scholarly) teacher inspires". So, a scholarly teacher would take pains to develop a scholarly interest in the subject so that it gets transferred into the daily life of the children.

11. *Well- equipped in human qualities:* K.G.Ghosh stresses that, "Unless the teacher has warm sympathies, a real enthusiasm for truth and higher ideas coupled with an insight into human character and progress, his teaching will be arid and dull, leading to a deadening and not to an intensification of social thought for the younger generation". So, a teacher besides having all these traits, should possess human qualities to be a great teacher.

12. *Impressive personality:* The personality of a history teacher should be dynamic and impress students, teachers and the society. About an impressive personality there is a feeling that he should have, "Dastar (dress), 'Guftar' (behaviour) and 'Raftar' (speed of work)". Besides, his good physical appearance, pleasant and clear voice, initiative and purpose, optimism etc., go a long way to label a teacher as an impressive personality.

13. *Conversant with different objectives of teaching history:* The different objectives of teaching history at different levels of schooling should always be in the mind of a good history teacher as "the contents to be taught and teaching procedures to be adopted become explicit only when the instructional objectives...(of history) are clearly understood and formulated".

14. *Be a humble student of history throughout life:* His attitude should be like "one who has a taste for every sort of knowledge, one who is curious to learn and is never satisfied".

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In Tagore's words "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp, unless it continues to burn its own flame".

15. *A scientific bent of mind:* The entire world is his history laboratory. He should be so scientific in his thinking and approach that he can draw his own independent opinions about national and international historical and political issues without fear and favour.

From the afore- mentioned general qualities of a history teacher, it is evident that his responsibilities have added up and he is expected to be a successful teacher and make his profession that commands respect. As R.Byrce says, "A teacher must have the power of realizing the dead part in a living present, must in fact, have a touch of imagination, as well as a vastly large amount of positive knowledge, then he will attempt to pile upon the memories of his class".

9.06 History teacher's role in the light of new changes and tendencies in education:

01. Education in recent years has undergone a tremondous change. The ever- increasing rush of new entrants to schools, doted all over the country, has posed new challenges, and above all the growing consciousness for educating more and more pupils, demands a serious response and a great role of the history teacher.

02. Education is no more book- centred, but it has become child- centred. The knowledge of various methods of teaching is an aid with a teacher, but he uses his own method to teach history so as to offer greater participation and satisfaction to students. He is not a slave of any method of teaching in particular.

03. He should organise his history curriculum for the whole year under scholastic and non- scholastic content for history teaching. Curricular and co- curricular activities in history have to be wedded together wisely and successfully for the all- round- development of the students.

04. His role is like that of 'a guide, friend and philosopher' to take his students to their respective destinations through

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the application of 3As-—age, ability and aptitude—techniques for rich returns.

05. He should have a lot of patience, understanding, sympathy and good- will for his students so that they benefit most from his teaching of history as an integral part of Social Studies. .

06. Encouragement of each and every student is his social responsibility in order to produce good citizens of tomorrow. The students should be familiar with fundamental rights, directive principles of state policy, legislature, elections, Panchayati Raj etc., for better understanding of the social-political things of the country.

07. He should make students to realise and understand how history has gained its power and prestige by becoming an important subject for N.D.A., competitive examinations for IAS, IFS etc., various recruitment board examinations and allied examinations. Besides, history and current events monopolise interviews for selection to varied types of jobs.

08. Ensure a close link between theory and practice. It is required to emphasize the subject in such a manner that there is close link between theoretical lessons and their practical aspects. This is certainly a new tendency in education today.

09. Cause and effect of an event deserves thorough discussion: Students should be able to establish the link between cause and effect very clearly.

10. A free classroom atmosphere is a musrt. It is highly desirable to have free classroom discussions, debates, seminars, study- circles etc., in the History Club of the school to grant maximum of freedom of speech and writing to students, but without becoming emotionally involved or biased. Evaluate problems through positive discussions to arrive at solutions.

11. Realism should be injected into the teaching of local history, making use of the past and coming down to the present, step by step. This creates a lot of interest in students to know their immediate environment.

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12. All teaching and learning basically revolves round the personality of a teacher. All the schemes, experiments, plans, innovations, amendments in the courses etc., either succeed or fail at the hands of a teacher. Let us hope that he becomes a great model in the light of great changes and tendencies taking place in the field of education. Let us not forget 'he is a paragon of virtues', the real 'architect of the nation', 'the real maker of history', and finally the soul of schooling and everything that goes with the school.

9.07 Conclusion:

To conclude we can say that a history teacher has to be slightly different from other teachers. He has enough scope to create national and international understanding among his students. He can raise their level of awareness about the spirit of democracy, secularism and tolerance inside and outside his class through his behaviour, education and training. On him depends, to a great extent, the strength of our country as he produces competent citizens of India of today and tomorrow. He has to inspire the younger generation with suitable attitudes and training so as to be specially fit for entering the 21st century.

Learning Assignment.

01. What should be the special qualities of a history teacher? Explain in detail.

02. What should be the role of a history teacher in the light of modern changes and tendencies in education? Discuss.

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"An opinion derived by a means, if made the sole content of teaching and set up as the 'right' answer, constitutes indoctrination and cannot be countenanced under the guise of academic freedom".

—James High, California University

"History might be said to give us a series of different but incompatible portraits of the past, each reflecting it from a different point of view", but a teacher's role is to reduce controversies and create a pleasant atmosphere whi'e dealing with controversial issues.

—A saying

Chapter 10

CONTROVERSIAL ISSUES AND TEACHER'S ROLE

10.01 Introduction:

Very often it is seen that whatever is taught by a teacher of history to his class, is more or less not free from difference of opinions. When we focus our attention on the present in the light of the past, many controversial issues or questions are raised, which if not properly handled by a successful teacher, lead to clashes and newspapers add fuel to the fire in their columns and the confusion travels from place to place. Generally facts of history drawn from the past are denied and the various consequent interpretations drawn about persons, events etc., are subjected to negative criticism. It is due to the subjective approach of people that we accept, reject, modify or delete certain facts and figures of history after analysis and interpretations.

Differences of opinion or judgements about a historical event or topic, are bound to happen when, in many cases, our resource material on the same is limited or the material is wrongly interpreted by the historian. Moreover, there can be historians who interpret certain events or historical facts in a myopic manner, which is not readily acceptable to pupils, parents or others. Many times the terminology used is not free from confusion. Sometimes where primary sources of history are not available, but secondary sources are, history cannot always be

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authentic and up- to- the- mark. Herodotus, safely called the 'father of history' took pains to include only those facts in his history book, which to his knowledge and belief were hundred per cent true. But this may not be true always everywhere. When such controversies take place and are dealt with an open heart, they reduce emotional and physical outbursts. Today researchers, scholars, historians and others in the field of history struggle hard to arrive at the final truth and minimise the chances of misunderstanding among students of history.

10.02 The list of some controversial issues in Indian and world history:-

I) Indian history.

i) The origin of the Aryans.

ii) The date and extent of the Indus Valley civilization.

iii) Period of the Vedas.

iv) The Epic Age: Its exact emergence and duration.

v) The nature of the invasions of Mahmod Ghaznavi.

vi) Akbar the Great- a national king.

vii) Religious policy of Aurangzeb.

viii) Shivaji and Afzal Khan.

ix) Causes of the failure of the Sikhs in the first and second Anglo- Sikh wars.

x) Events of 1857.

xi) Lord Macaulay's role in the education of the Indians.

xii) Impact of the British Rule on India.

xiii) The Congress and the Kashmir Issue.

xv) India's foreign policy.

xvi) Centre- State relations.

xvii) Ram Janambhoomi- Babri Masjid controversy.

xviii) Reservation Policy.

xix) Mandalisation- right or wrong?

II) World history.

i) India's foreign policy.

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ii) The Black Problem in USA.

iii) Kosovo problem.

iv) Non- aligned movement.

v) Arms race and role of the U.N.

vi) Nuclear and chemical warfare.

vii) The Iraq problem.

viii) Dangers of American Sanctions.

ix) Neo- colonialism— a threat to the world.

x) Uni- polar power— a threat to world-peace.

xi) The Palestine issue.

xii) Peace in South Asia.

10.03 Controversy with regard to interpretation of facts and their significance, relevance etc:

A history teacher is many times in the eyes of the public, who watch him directly or indirectly. He has to be cautious and careful about what he passes on to his students through the teaching- learning process. Academic freedom does not mean that the teacher should not be careful about what he says, or how he interprets certain facts of great concern. He has to maintain strict discipline to direct his wisdom. Just as a teacher has his freedom of choice or interpretation, so have his students in their own way. James High of the University of California, USA, feels, "An opinion derived by any means, if made the sole content of teaching and set up as the 'right' answer, constitutes indoctrination and cannot be countermanded under the guise of academic freedom". Schools are places where students mature gradually and as such they can occasionally mis- represent or misunderstand a historical topic or issue to produce a lot of heat without any light. So, controversial issues have to be handled carefully and intelligibly by the teachers. In fact there are two kinds of controversial issues in history, namely,

i) pertaining to facts, and

ii) pertaining to the interpretation, significance and relevance of a set of facts in history.

Let us take them separately for a brief discussion.

i) *Controversies pertaining to facts:* As said earlier, to teach

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history scientifically and without any bias, is a very difficult job for many history teachers. It is noticed that often there is lot of disagreement pertaining to certain facts, leading to controversy. Take the example of the dispute about the original home of the Aryans before they migrated to India. There is no consensus among good historians about the original home of the Aryans and when they started their march to India. Let there be more and more of historical research in this direction till the facts are established to be accepted without confusion. But as long as this does not happen, the students should be told that the final word on the original home of the Aryans is still under historical investigations, and so no definite answer is available about the same.

There are people and the historians who even doubt the date of the writing of the Ramanyana and the Mahabharta and as such further research work is going on. Nothing definite is available with us till research establishes new facts about the two Epics.

There are other controversies coming up about the origin and construction of some ancient buildings, caves, cities and towns, along with many more issues, but let us feel cool and present facts as we know upto the present day, and we can improve our knowledge after the facts are finally established.

ii) *Controversies pertaining to the interpretation, significance and relevance of a set of facts in history:* History writers, scholars and historians sometimes give a jaundiced interpretation of a number of facts. For example, there are two schools of thought with respect to, say Mughal history(1526-1707). One is Agra school and the second is Aligarh School. There is lot of misrepresentation of the last great Mughal king and in a changed atmosphere Aurangzeb is depicted by the two schools in quite opposite ways. A student of History of the Great Mughals gets lost and confusion is created. Aurangzeb's relation with his own sons, Rajputs, Marhatas, Shias and Sikhs sometimes lead to controversies. Many searching questions have been asked about Aurangzeb's 49 years of rule but no final word is accepted. Controversies prove harmful due to unscientific analysis and interpretations,

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prejudices, communal bias in viewing of facts, deeprooted hatred and similar other facts. But a history teacher is like 'a watch dog' of society, and he is expected to resolve the controversies by providing authentic material to nip the evil in the bud.

To conclude we can say that it is certainly an uphill task to interpret all historical data objectively unless the guiding material is free from bias and is authentic. Richard E. Survey recommends a compromise formula to arrest controversies before they are allowed to travel further and it is as follows:

"1) Clarify with the children the issue that lies at the heart of the controversy.

2) Guiding them in identifying different possible choices for deciding an issue.

3) Encouraging them to explore the facts and ideas which support the issues.

4) Guiding them in the analysis of facts and ideas to determine bases for opinions.

5) Guiding them towards suspended judgement".

After doing this the teacher is expected to present the facts in a 'most matter-of-fact way', avoiding provocative sentences or statements, and should not always project old views which may not be digested by the pupils. Therefore, Lord Bryce opines, "The teacher of history must have the power of realising the dead past in a living present, must in fact have a touch of imagination, as well as a vastly larger amount of positive knowledge".

History teaching unfortunately suffers because competent teachers are not coming up to take the teaching programme in its proper spirit, particularly at the primary level when children are exposed to history etc., through environmental studies. Besides, the virus of caste considerations, religious fanaticism, superstitions etc., have infected the minds of more and more people, including teachers. However, this should not disheart us because very soon in early the 21st century India as a whole will be a developed country and many of our social evils and caste and class prejudices will disappear with improvement in the quality

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of our life and thinking.

10.4 The following are the essential requirements of a history teacher to confront any historical controversy that may crop up:

i) *Academic qualification:* He should have graduated with History as the main subject and it will be advantageous for him if he has also studied Pol. Science and Economics. He should keep himself abreast with the latest researches in history by studying magazines, national dailies, reports on excavations etc., to up-date his knowledge.

ii) *Professional qualification:* He should be a trained (B.Ed) teacher with teaching of history or Social Studies as his elective teaching subject. He should occasionally keep on attending seminars, refresher courses etc., related to history. He should also contribute his writeups to magazines etc., to highlight various historical issues and remove the doubts about the same.

iii) *Human relations:* He should maintain close relations with students, parents, locality, and society at large. He is equally required to maintain good relations with the management, the directorate of education, professional organizations, administrators and visitors to the school. A rich human relationship is needed between a history teacher and his colleagues etc.

iv) *Personality dynamics:* He is expected to have a balanced personality so as to be a model for his students. He should, therefore be physically fit, mentally alert, morally sound, academically sharp and professionally up- to- the- mark.

v) *Administrative capability:* He should maintain all school records under his care, conduct examinations and prepare results, send progress reports to parents, conduct historical programmes (dramas, quizzes, debates, exhibitions, projects etc.), arrange sports and cultural meets etc.

vi) *A strict disciplinarian:* A disciplined teacher of history, is an asset for the school and society. He can face any challenging situation with confidence, capability and sound judgement.

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He has to integrate his students for the betterment of one and all.

10.05 Conclusion:

A number of essential requirements of a history teacher to overcome controversies have been stated. It is equally necessary for him to possess the qualities of objectivity, a profound knowledge of the subject, he should be widely travelled, be blessed with good communication skill, possess skills to use various technological devices to help teaching-learning process, and above all, he should have wide and rich store of fresh historical data and information to meet any teaching situation.

Finally, we should remember, "History might be said to give us a series of different but incompatible portraits of the past, each reflecting it from a different point of view", but it is for the history teacher to play an effective role to help learners to arrive at reasonable conclusions out of varied options because as Yoakum and Simpson says, "Teaching is the means whereby the experienced members of the group (of teachers) guide the immature and infant members (students) in their adjustment of life" and minimise controversies by drawing their own scientific opinions.

Learning Assignment

01. How should a history teacher handle controversial issues in history? Explain in detail.

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"It is a field which is concerned with all happenings, both domestic and international, social, political or economic, knowledge and understanding of which is necessary as a basis for citizenship of loyalty and service".

—R.S.Kimball

"Current events are history- in-the-making, seen at close and large range"

—Shaida and Singh

Chapter 11

USING CURRENT AFFAIRS/EVENTS IN HISTORY

11.01 Introduction:

Today we live in a fast- changing world where information technology (I.T.) is invading every sphere of life and we are bound to up-date our knowledge. Therefore, in the field of education, there is an increasing feeling that history teaching must seek help from current events or affairs, affecting the people everywhere on the earth. It is now thought very desirable that current affairs should become an important part of history curriculum because current affairs help critical thinking, promote constructive thinking, develops the study of the sense of discrimination and widen our understanding.

Actually after the end of Second World War, great emphasis is being laid on the inclusion of current affairs in the teaching of history. So, by now recent history or contemporary history is getting adequate attention in most history books. C. P. Hill remarks, "Whatever the reactions of the individual teachers and however delicate the problem raised, the story of very recent past or the immediate background of the day news, is of peculiar relevance, and it, therefore, deserves considerations as a possible part of history syllabus, at least for the older pupils".

11.02 Need for introducing current affairs in history and even civics teaching:

The reasons are as follows:-

01. *Current events concern us and the world at large:* Scientific and technological inventions in recent past have reduced

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time and distance. These have brought people of the world nearer to each other. The saying "world is our family" holds good today. Certain pressing current events are very important and they concern each and every one living on the globe. For example, global terrorism, disarmament, ban on nuclear explosions etc., are the current issues and our grown-up students in India must know how to find out solutions for these issues. Things concerning the contemporary world should always have an honourable place in our history text- books.

02. *Current events become intellegible in the light of past history:* Students find it difficult to understand many global events unless these are related to the past history. History makes events intelligible and generally provides causes and effects of the events. It is only history that can help us to arrive at clear understanding of affairs of international and national importance.

03. *There is already some background available in history and whole of social studies to make it easy to digest*: Sometimes it is said that all students do not digest current events, but the fact is that secondary students have to study many international events like Renaissance, the Russian Revolution (1917), the French Revolution(1789), the Industrial Revolution, International Trade etc., and in the light of these and other similar topics, the history teacher would do great service to the secondary students by adding suitable and important and international events in history to help them to comprehend history in its totality.

04. T*o understand our democracy in proper perspective:* We have a democratic form of government and the students (the future voters) are expected to know about current national and international affairs which have direct and indirect bearning on the functioning of our democracy.

05. *Helps to produce balanced people:* Children, the future electorate and the rulers of this country, when kept fully informed about current events in the contemporary world, gradually develop as balanced people and prove to be good and educated citizens. They are not expected to be swayed

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by wrong information or propaganda material.

06. *Promotes world citizenship:* By viewing current affairs in proper perspective, the students are helped to have positive attitudes for the contemporary world which in one way or the other, has been a victim of ups and downs during the second half of the present century. This helps to prompt better international understanding among the growing generation.

07. *Children are exposed to different mass media to gain information about certain events:* It is the duty of the history teacher to bring children closer to various important current events in different parts of the world, and about which the children have only a scant idea. These deserve to be made clear for proper understanding by the students.

08. *It develops a critical mind:* Children when exposed to current events, gradually learn to differentiate between facts and fiction. They begin to think on right lines.

From what is said in the aforesaid lines, it is right to say that current events deserve a proper place in the teaching of history. The opportune time to introduce them in history has already come, and it is our job, as history teachers, to make it effective and beneficial for children. Therefore, we agree with R.S.Kimbal who says, "It is a field which is concerned with all these happenings, both domestic and international, social, political or economic, a knowledge and understanding of which is necessary as a basis for a citizenship, of loyalty and service".

11.03 Objectives of teaching current affairs:

01. It widens the circle of information which is a must in today's world.

02. It prompts students to develop the habit of continuous reading and observation of current events.

03. It prompts students to take part in discussions on current events.

04. It helps students to imbibe the ideas of international understanding and universal peace.

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05. Many times students are able to take part in delicate discussions on current affairs and frame their own opinions.

06. It helps to promote toleration and understanding among various sections of society.

07. A unity and oneness among students, drawn from different cultures is generated.

08. It's objective is to forecast certain future developments in certain parts of the world.

09. It helps students to differentiate between important and least important affairs reported in the press, T.V. and Radio.

10. It relates student's school learning with the life in the locality, state, country and the world at large.

11. Students develop the habit of selecting suitable authors and writers to seek balanced information.

12. It helps obtaining and using social information developed by constant exposure to current contemporary affairs.

11.04 Methods to make use of current events:

01. *Using current affairs as a method:* Supporters of this method believe that there are many topics in history and civics which we can link with the present. For example, the powers of the President, elections to Indian Parliament and local legislatures, the governor etc., can be used as starting points of the lesson in hand, to connect them with the day- to- day happenings in the lives of children in middle and high schools.

02. *Using current affairs as a source of motivation:* Children often ask questions about various happenings which take place around them, and here are opportunities to motivate them by refering to particular current affairs. The history teacher can follow the principle of 'going from known to unknown', 'indefinite to definite' and so on.

03. *Using current affairs as a source of information or illustration:* Supporters of this technique believe that current affairs should be used as a source of information and illustration to explain

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various topics, movements or events given in the prescribed history text-books. It is expected that the teacher has already the current events in his mind which he wishes to use as a huge stock of information for his students.

04. *Using current affairs as a separate subject:* This approach appears to be academically unsound because it would prove a burden for students who have already to study history, civics, economics and geography under Social Studies subject. Besides, the charm of current affairs will be lost because students will take it as an additional examination paper.

11.05 Essentials for selecting various current events:

01. *Recency:* Every-day new discoveries and inventions are made with the advance in science and technology. Such things should immediately reach our students to keep them well posted with the latest developments, which deserve the attention of middle and high school children.

02. *Utility:* The school history teacher and other teachers have to select only those items from current events which would certainly be advantageous for children. For example, information about bomb-blasts, communal riots, 'bands', strikes etc., may be avoided but information about weather forecasts, new films, sports, business issues, educational programmes etc., should be used for holding the attention of youngsters.

03. *Notability and significance:* Many current affairs revolve round persons and counties like the American President, the British P.M., G-7 countries etc., and these have great significance for children., Therefore, news items regarding such notable persons or great countries, should be focused for the knowledge requirements of our children.

04. *Reliability:* Only such events which are reliable and correct deserve the attention of our history classes. The information should be authentic and based on facts.

05. *Suitability:* Age differentiation of children in different classes demands current affairs according to the level of maturity of

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students.

06. *Continuity:* Presentation of current developments which affect human beings come to light and, should have a continuous reference till the final facts emerge. For example, the Assam and Kashmir intrusions deserve a long and continuous reference till the whole truth comes close to children.

To conclude here, it is better that all the essentials for selecting current events be kept in mind, but there are absolutely no hard and fast rules for the selection of current affairs for school students. The history teacher concerned is the best judge for the same. So, whatever is selected wisely, it should prove useful and effective for children.

11.06 Methods or procedures for instruction in current affairs:

In fact there are no set methods to offer instruction in current affairs for school students, but we can suggest the following procedures to meet our requirements:-

01. *Discussions:* It is better to divide the class into three or four groups, each headed by a chairman and a secretary. To begin with, the chairman presides over all the combined groups, puts forth the topic and gives an introduction. Then each group discusses, turn by turn, and the secretary recods performance of each group. Finally, the chairman declares the winning group and concludes the discussion after mentioning the final points on the chalkboard.

'02. *The forum technique :* This is possible when students are familiar with discussion technique. The panel and R.T. (Round Table) discussions are put into practice. In the panel discussion, a selected group already skilled in discussion, is asked to present their views before the whole class. Questions are raised and opinions expressed. At the end, the chairman gives his decision after reviewing the whole discussion.

In the round - table discussion, it is the chairman who presents the topic and gives its brief introduction . The discussion continues, but no definite conclusions are drawn.

03. *Giving assignment:* The teacher selects a good number of

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topics, writes them on the B.B. and briefly describes them. Students are motivated to study the required reading material from magazines, journals, newspapers, etc, and also attend to particular radio programmes. Then students are asked to select two or more topics for the committee to report. Then the topics are assigned to small groups of students to work on them.

The students are guided how to collect, organise and finally present the material in the form of an assignment to be presented by all the groups for discussion.

04. *General activities :* The methods for teaching current events can include activities like chartmaking, map-making, drawing time-lines on suitably selected sheets of paper. Even use of colour is suggested in addition to select scales etc. Other activities include preparing scrap-books from newspaper cuttings, cartoons, slogans, quotations, pictures, captions etc. Reporting selected news items bring reality to the news items, and students' interest is strongly held. Radio-broadcasts, television programmes, talks, mock parliaments, morning assembly talks, maintaining bulletin news board, wall paper work and many more activities can be used by a resourceful teacher to acquaint his students with the various properly-chosen current affairs.

05. *Special role of a history teacher:* A history teacher is like a magnet who attracts his pupils for learning current events by applying different methods of teaching. He should be in know of the various Radio and T.V. programmes in advance, so that he keeps his pupils informed in advance. He should equally have knowledge about various articles, cartoons, quotations, sayings, etc., published in different magazines, journals , and other reading material, and subsequently he should ask students to read the same to satisfy their thirst. Mr R. S. Kimball is right when he says, "current events can be taught successfully when a teacher is sufficiently interested himself... The teacher's own interest, his own enthusiasm, his own understanding of what should be accomplished, are the matters which determine the failure or success of current events teaching."

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11.07 Conclusion:

To conclude we can say that instruction in current affairs or events is very much the need of the adolescents. Therefore, a history teacher is required to help them to select, arrange, examine and finally discuss the same in the class. Discussion gives a broad-based shape to the whole programme. This is in fact a practical training for producing democratic citizens whose destiny is shaped in our class rooms at the hands of our teachers.

Leaning Assignments

01. What is the need of introducing current affairs in history and civics teaching?

02. What methods or techniques can we use for teaching current events in history?

03. What are the essentials for selecting various current events in history teaching? Discuss.

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"When a pupil learns by doing, he is re- living both mental and physical, some experiences which has provided importance to the human race".

—Prof. John Dewey.

"The pupil should learn to interpret his own world as a part of a larger whole, both in the sense that it has been derived from the past, and also in the sense that it is, after all only one of the many experiments in living that mankind has made".

—Prof. M. V. C. Jeffrys.

Chapter 12

ACTIVITIES IN HISTORY

12.01 Introduction:

In recent years history as a subject has gained status. It has become more practical by employing a number of activities so as to make the subject life- like. There is a lot of extent and variety offered by various activities made use of . There was a time when history was a simple collection of legendary stories, historical ballads and folk stories for moral development. But today history has become broad- based, attractive and enjoyable by the induction of a number of activities in learning it on scientific principles.

Activities connected with the teaching of history include excursions or trips, making models, dramatization, pageant shows, film displays, preparation of maps, supervised study, preparation of graphs and charts, visiting museum and art galleries, puppetry, collection and preparation of pictures, cartoon- making and so on. These activities are intellectual or manipulative in nature and strongly boost learning. Let us focus on some important activities as follows:-

12.02 Map- making:

Maps play a leading role in the teaching of history. They are globally recognised as symbol that represents historical reality in space. 'Map literacy' is key for understanding various relationships clearly. They pin-point distance, location and the direction of places connected with historical happenings or events. They provide full data about distribution

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of land, climate, economic resources, production, routes(land, sea, air), agriculture, water resources etc., responsible for shaping the destiny of masses in a country or a particular area. Maps simplify geographical, economic and historical concepts in a clear, complete and adequate manner. To begin with, it is better to help students to trace out, copy, enlarge and reduce various maps meant for their study and knowledge. Later on colouring and symbolizing of maps can be encouraged. In fact a map is "an accurate representation on plane surface in the form of a diagram drawn by the scale, of the details of boundaries of continents and countries etc".

i) *The essentials of a good map are given below:-*

01. Every map has its own scale. It is the scale which makes it intelligent, and is recorded in the map at the top or the bottom. The scales are of three kinds- graphic scale, statement scale and representative fractions (RF).

02. A map offers various details.

03. It should be a large one so that students are able to see it from a distance in the classroom.

04. Various colours and symbols are used in a map.

05. A map should be accurate to the maximum, especially the defence maps.

06. It is better to use both old and new names in a map.

07. There should be clear distinction between the various types of maps, namely, political maps, relief maps, distribution maps etc.

08. Every map needs an Index key with it.

ii) *Various kinds of maps are as follows :*

01. *Historical maps:* These show changing times, the rise and fall of various kingdoms etc. It is better for this type of maps to have some important relief aspects also.

02. *Relief maps :* They represent various regions and the world at large . Here one has to use colours, symbols, contours etc. very carefully in the map work .

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03. *Distribution maps :* These are of many kinds namely, dot maps, pictorial maps, population maps, language and human division maps etc.

04. *Geographical maps :* These include rainfall maps, weather maps, seismological maps, archaeological maps, geological maps, contour maps etc .

iii) *The various advantages of maps are : -*

01. Maps make the ideas of size, distance and direction clear and real.

02 Wall maps help to fix space-time relationship in the minds of young learners.

03. Maps help to clarify geographical details of economic, social and cultural nature, useful for explaining the course of historical events.

04. Maps serve to illustrate, illuminate and explain various places of historical events.

05. Geographical and historical maps jointly show historical places, important battle routes, particular territories of conquests etc. to the young learners.

06. Local history comes alive by the use of survey sheets in maps work .

07. Outside world is brought to the classroom when relevant maps are displayed and explained by the teacher.

08. Much physical and social information is highlighted by maps under the guidance of a history teacher.

09. The knowledge imparted by a teacher is retained longer and proves effective for learners.

10. Each student should be encouraged to draw various maps meant for his study under the guidance of the teacher so that it becomes a creative activity.

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12.03 Charts (time-line):

A chart is a combination of many things, namely, graphic, numerical, pictorial or vertical material which offers a lucid visual short-detail. Charts have therefore, become important media of teaching history. The very common types of charts are tabular charts, flow charts, outline charts and organisation charts. Recently flow charts and flip charts have been introduced for effective learning. Besides, there are process diagrams and technical diagrams.

Charts are readily available in the market for the sake of improving teaching- learning process in many subjects. But the best charts are those prepared by the teacher himself, as they are rich in ideas and offer various lines of approach for particular and typical topics in history.

i) Essentials of a good chart:

01. They should be large enough to be seen even by the learner at the far end of the classroom.

02. Charts should reflect the summary of the historical events or the continuity of the purpose or aim in view.

03. Learners should be encouraged to draw charts themselves and not get them prepared by artists. This would involve activity in history- learning and would prove beneficial for learners.

04. Stress should be laid on simplicity in form and design than artistic beautification of the map.

ii) Hints for effective use of charts:

01. Too much of written material in a map should be avoided.

02. Under the proper guidance of the teacher, the charts prepared are the best.

03. Sometimes the teacher also should make charts before his class and involve his learners.

04. A pointer should be used to explain certain details in a chart.

05. There should be proper arrangement in the class to hang charts carefully.

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06. Charts should be neat and clean.

07. Peg- board clips, gummed hangers, straight pins, paper clips etc., should be used to fix a chart without damaging it.

08. Charts should be carefully stored for further use.

09. A chart should not contain too many details.

iii) *Time- line charts:*

These represent a clear linear representation of time, because time is a very abstract concept in the teaching of history. A time- line helps learners to gain time sense with the aid of certain space symbols. When an event takes place in history, it has its own particular time and particular space. We make an attempt to have an exact location on the long time- line. Our intention is not to know its distance from us today and also from other events, but our intention is to know how much time was taken by an event to happen. Therefore, the three space symbols— location, distance and duration— help us to represent time.

Here, the length of time is symbolically presented by a line drawn horizontally or vertically to offer a visual picture or "image of the sequence of events and their relative differences in their occurrence in time". We also are in a position to compare and contrast, and establish mutual relationship between various events and/or happenings at different places shown at the same time.

It is necessary to explain and emphasise the real meaning of a time- line. The concepts should be made clear. Care should be taken that the various units of the time- line are of equal length. All the dates should be located in the time- line when reference is made to the dates.

A time- line is a simple way which reduces time sense into space sense for the sake of easy understanding. It helps to understand "how much before" and "how much after "an event, time has elapsed.

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Time-line of the Age of Ancient Empires 4500-1010 B.C.

4500—

4241-Beginning of Egyptian calender

4000—Sumerian period

3500—

3000—

Old kingdom founded by Menes

2500—

2160 Middle Empire Egypt

2000—Date of earliest hymns in Reg Veda

1930 Code of Hummurabi

1766 Shang dynasty in China

1700 Babylonia conqured by Kassites

1675 Hyksos invaded Egypt

1500—

1400Mycenean Age

1338 Golden age of Hittite civilization

1300 Period of Sidon's greatest power

1230 probable date of Moses

1184 Fall of Tsoy

1025 Saul, king of Hebrews

1010 David, King of Hebrews

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There are different kinds of time- lines, namely, pictorial time- lines and comparative time- lines, and progressive and regressive time lines. Pictorial time- lines make time-lines attractive. We use picture symbols for historical personalities, usually in lower classes and in exhibitions. The comparative time-lines represent events and happenings in different countries, presented side-by- side, so as to make comparison easy and clear, usually applicable in higher classes. We may, for example represent the impact of Industrial Revolution in some countries to invite comparative time- lines so as to draw certain general conclusions.

For progress time- lines the use of chronological sequence is a must, generally on horizontal time- lines, divided into equal units of 1", 1/2" etc. The time period chosen is 5,10,50 or even 100 years to fit important events at appropriate places on the time-line. We also tell children that a particular event had taken place before their parents and even grand parents were born, and to give this idea a real time- sequence, we make use of regression time-line. This is useful in lower classes.

Care should be taken in drawing time- lines that the number of dates on the lines should be less so as "to keep the pupils chronologically conscious of where he is, while he is there". Also the time-lines should only be used for represen-ting important personalities, movements and events.

iv) *Kinds of basic charts with regard to their arrangement of facts and ideas expressed:*

According to Richard E. Servey these charts have five kinds. These are discussed in the following lines:-

01. *Narrative charts:* These represent, i) the various events in a process, say, converting a piece of cloth into a fashionably designed ladies suit., ii) events in the development of a single issue like breaking of the U.S.S.R. in recent years, and iii) technological changes over a period of years, say, the technological improvement during the last decade in India.

02. *Tabulation charts:* They are drawn from top- to- bottom or left- to- right arrangement of various ideas and facts to represent numerical data (say census data for two decades),

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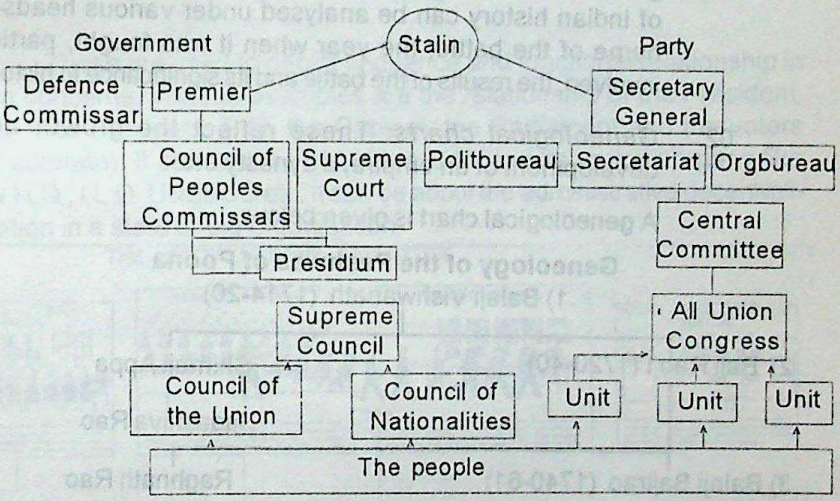
and a detailed list of rivers, mountains, production, import-export of goods etc., of a particular area.

03. *Cause and effect charts:* These represent relationship between economics of a country and its standard of living, relationship between rights and duties, relationship between the elected MLAs and the voters concerned, relationship between our culture and Pakistan's culture etc. In every case the causes responsible and effects shown or visible are matched to see the nature of various relationships.

Chart of the old Government of the USSR



04. *Chain charts:* Here charts are drawn in circular or semi-circular manner to record various transitions(say from raw materials to useful products in demand) and cycles (say water cycle and crop- rotation system) all in a left- to- right arrangement.

05. *Evolution charts:* These can be pertaining to various changes registered in specific facts and ideas to explain changes in particular items from beginning to the present day (say silk industry- its development from the beginning to the present day) and changes in standards(say purchasing power of Indian rupee during the last decade).

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v) *Another classification of charts:*

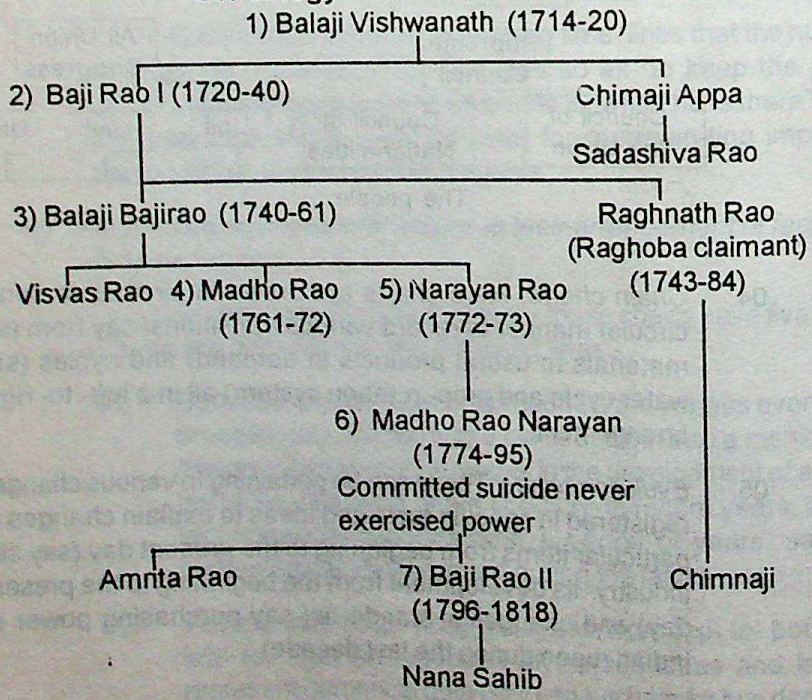
There is another classification of charts and this is a three-fold classification, namely, table charts, geneological charts and flow charts. This classification is explained as follows:

01. *Table charts:* In these historical data is presented in tabular form, and these open our eyes to understand clearly various facts at a sight. The data presented is under heads and sub- heads and rests more on language than on symbols. The data is in numerical form, inviting comparisons. Even great battles (Battle of Plassey, First Battle of Panipat etc.) of Indian history can be analysed under various heads—name of the battle, the year when it was fought, parties involved, the results of the battle and its significance in history.

02. *Geneological charts*: These reflect the growth and development of an empire, a dynasty etc.

A geneological chart is given below:-

Geneology of the Peshwas of Poona



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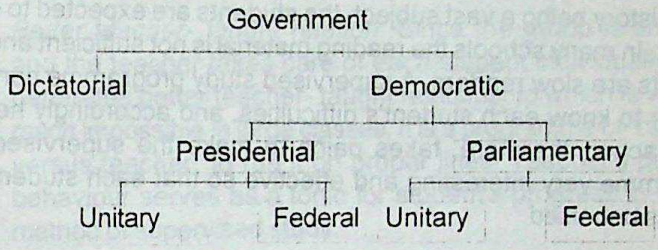
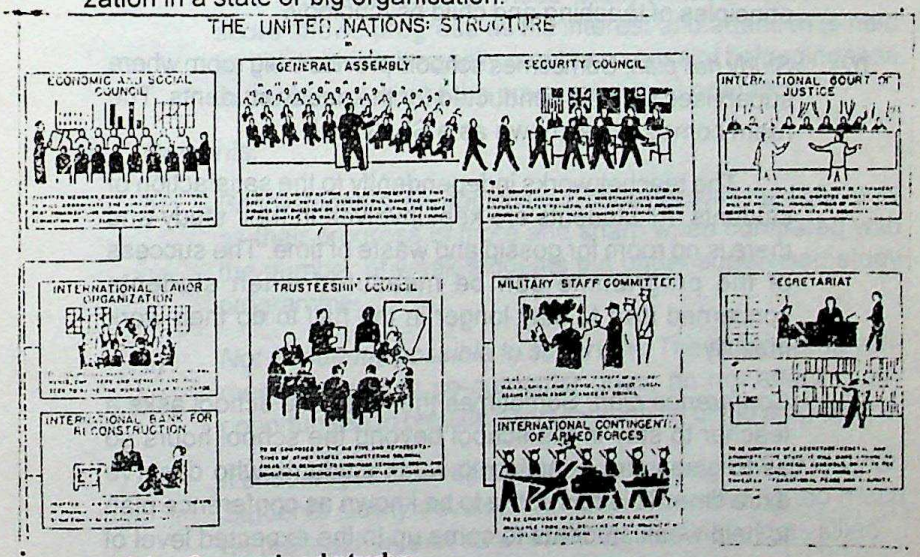
03. *Flow Charts:* These have become common these days. An example of this chart is given below:

Forms of Govt.



These are used to depict sequence and functional relationship in big concerns. Various examples are the relationship of the President, the Vice President, P.M. the Cabinet, the Parliament and the voters (electorate). It can also be about the U.N. and its various organs like W.H.O., I.L.O. UNESCO etc. It can be about the administrative decentralization in a state or big organisation.



12.04 Supervised study:

i) Introduction:

Supervised study means "Supervision of the teacher of a group or

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class of pupils, as they work at their desks or around their tables". According to Maxwell and Kilzer, "Supervised study is the effective direction and over- sight of the silent study and laboratory activities of the pupils".

History being a vast subject, the students are expected to do a lot of work. In many schools the reading material is not sufficient and many students are slow readers. A supervised study programme can help a teacher to know each student's difficulties, and accordingly help him. The teacher, therefore, takes pains to make the supervised study programme very interesting and effective so that each student in the group is benefited.

ii) *Plans of supervised study meant for weak students:*

01. *Special teacher plan:* In certain schools the plan is to engage a special teacher for teaching students in small groups, usually after school hours. The selected teacher should be very kind- hearted, sympathetic and a master of many subjects. Besides, he should be a trained teacher in the principles of teaching and child psychology.

02. *Study hall plan:* Sometimes schools provide a big room where supervised study is conducted for the needy students. The room comes to be known as a Study Hall.

The teacher works independently to the satisfaction of students. All students are kept involved in their study and there is no room for gossip and waste of time. The success of the programme can be measured when students concerned love to stay longer in the hall to do their work fruitfully.

03. *Conference plan:* Sometimes the head of a school asks a teacher to stay in the school beyond the school hours so as to give extra attention to weak students who deserve extra time. This has come to be known as conference plan to help weak students to come up to the expected level of knowledge, learning, skills etc. This plan can really work with success provided it is managed well and the teacher concerned gets some financial incentive.

ii) Merits:

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i) *Individual attention possible:* It ensures individual attention for the students and thus prevents failures in the examinations. Each student is in a position to work according to his own mental capacity. Here assignment work is recommended to overcome levels of difficulty.

ii) *Better teacher- taught relation:* Since the group is small and the teacher takes care of each student individually, it generates better teacher- taught relationship which is very much impossible in large classes. It is a programme of "class versus teacher" to run it on proper lines. Teacher's good behaviour serves as a tonic for student's progress in this method of supervised study.

iii) *It helps to develop certain skills:* Students gradually develop various skills like reading graphs, using maps, using dictionaries and encyclopedias etc. This is best possible only under the programme of supervision of studies.

iv) *It promotes student's sense of achievement and belongingness:* In supervised- study a student's academic score shows progress as his interest and attention is held by the method. It equally creates a sense of belongingness to the school where the programme is in operation.

iii) Demerits:

i) *Bright students feel neglected:* It does not suit bright students as their progress is more and sharp when compared with the number of weak students put under supervised study programme.

ii) *Not frequently possible to supervise:* The school programmes, particularly co-curricular ones, do not afford many opportunities to provide a regular running of the programme.

iii) *It encourages too much reliance on the supervising teacher:* Students slowly develop the habit of depending too much on the teacher, and as a result their initiative gets killed.

iv) *Space problem:* Every school cannot provide space to run the programme, and it is particularly true of urban India.

v) *Supervising teacher needs adequate financial aid:* Schools

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are generally unable to provide a genuine financial assistance to the teacher who conducts supervised study programme after school hours. Therefore the teacher cares more for private tutions and avoids the school supervisory work.

Conclusion: On the whole the plan of supervised study for weak students is good. The plan can be a great success provided efficient and qualified teachers come to take up this work. The limitations of space in the schools, prove a hindrance for running the programme successfully.

12.05 Excursions:

Excursions or trips offer a golden chance to conduct direct study of historical material in its original form. Children often go to temples, churches, mosques, gurdwaras, viharas, monuments, museums, old ruins, capitals, educational places, sites of excavations etc., to break the classroom monotony. All these places are of great interest and students have to be guided in these trips or excursions.

Before conducting an excursion, the history teacher should make a personal survey of the place where he wants his students to go. Then he should plan the whole programme of the excursion and divide his class into groups, with a student-head of each group. Cameras should be allowed to be carried by interested students.

When everything is ready, the trip should start under the over- all supervision of the history teacher. The co- operation of the students should be tapped and the teacher should take the small groups round the place of excursion, and explain each fact in detail. The teacher should offer a running commentary on the place of visit. Discuss its origin, development, importance etc., so that the students' knowledge widens.

After the excursion is over, the next day the teacher should ask his students to write an essay on the place of visit— its origin, distance from the city, contribution, fame etc., —so as to correlate their picnic or excursion experiences with the lessons in history. The collections made by students during the picnic, should be displayed by students in the history room. Even some of the collections should be mounted, painted and decorated before displaying them in the school history room. A report of the picnic by the students should be got prepared under the guidance of the teacher, and its reference should come in the local

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newspaper, school magazine and bulletin board of the school.

Finally, the trip should be evaluated by inviting comments from the participating students. Sometimes a questionnaire may be got prepared to seek the comments of the participating students. This evaluation of all these things will serve as a guide-line for future picnics, keeping in view the various short-comings, if any, experienced in the last picnic or excursion.

i) Merits:

i) Students eagerly crave for picnics to escape the boredom of continuous schooling. This break provides relief to them and keeps them fit for the next work to begin in the school.

ii) A plenty of information on the spot thrills children with real historical knowledge. The saying, "seeing in believing", holds true here.

iii) Picnics provide material for discussions, exhibitions and even dramatization.

iv) It enriches the faculties of learners and sharpens their taste for the subject.

v) Picnics provide opportunities to children to be in their best form, perhaps not visible in classroom teaching- learning process.

ii) Demerits:-

i) History is not only material things, but it also deals with abstract ideas. So, this method does not help when used in isolation

ii) History also revolves round human designs, plans, motives and schemes. So everything cannot be provided by excursions alone.

iii) On the whole the scope of a picnic is limited and its possibilities are limited.

12.06 Dramatization:

Dramatizations are "attempts to tell the story in a more vivid manner

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than by word alone, and to enrich the appeal of the play through the addition of the pictorial element found in the movement of speaking characters across the stage". But by common consent, dramatisation is "a synthetic art" based on purposeful 'co-ordination and control of our delicate organs of speech and muscles of the body combined with a sense of rhythm' in order to give a free and intelligent expression to human ideas and emotions.

Dramatisation has one special feature which according to K.P.Choudhury is where "pupils assimilate the essential facts by playing the different historical characters and by reconstructing the important historical events, in this connection". Even those who witness dramas are carried away by the role of characters etc.

i) Kinds of dramatisation:

These are:-

01. *Full- length drama:* It is a long drama or play where an opportunity is clear, realistic and life-like and is relevant to a historical event. We have Alexander and Porus meet, Nov Ratans of Akbar, Shivaji meets Aurangzeb, Rana Pratap and Akbar etc., historical events to dramatize them, writing out the dialogue, collecting relevant costumes and makeups, preparing stage material etc.

    The moving- spirit of a historical drama is the history teacher who has to give direction in acting, stage management, dialogue remembering, lighting arrangement etc., to make a drama a great success

02. *Pageant show:* It is a kind of drama depicting a particular feeling or idea by arranging a pageant. We can depict Akbar's court scene or Kautilya advising Chandragupta Maurya in his durbar etc., and make full- dress preparation for the pageant. Sometimes pageants are mobile, moving on a vehicle on a road, or on big boat moving on water. It also includes master pieces of sculpture, architecture or painting. 26th January State 'Jankies' are an example of different pageant shows moving on open and big vehicles, witnessed by huge masses and accompanied by running commentaries to make pageants intelligent to the audience.

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03. *Puppet shows:* Here an idea is presented in the most simple manner with the help of puppets controlled by strings. Costumes, music and running commentary add great charm to puppetry. There can be themes on Family Planning, Union is Strength, Indian Parliament in session, Independence Day celebration in New Delhi and so on. Besides, T.V. and Radio also make use of puppetry to sell their rich ideas and make the public conscious about some very essential facts and ideas.

04. *Tableau:* It is an emotional presentation of a fact of life or history. It is a realistic picture- like scene of various human affairs and activities made very effective by a side commentary. We can depict how Ashoka after Kalinga War was drawn towards Buddhism and how he gave up warfare after victory, seldom known to history.

ii) *Conditions for the success of a drama:*

01. Characters should be chosen with utmost care. Attempt should be made to involve the whole class in one or the other activity.

02. Till the drama takes a final shape, rehearsals are a must to instil confidence in each student acting in the drama.

03. The job of the teacher should be like that of a guide, friend and philosopher. He should not dominate his students engaged in a drama as that might kill their initiative and creativity etc.

04. There should be prompters also to help children to remember their dialogues and actions.

05. A play chosen for dramatisation should be in tune with the needs of the occasion, the parents and the public, who are to witness it; should get full satisfaction so that they express their appreciation for the children and the school. Preferably a social drama does better.

06. The drama should provide a lot of entertainment to the audiance.

07. The drama should be an artistic one and free from even a

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touch of vulgarity.

08. The drama should carry a message and have literary value also.

12.07 History club:

Every school should have a history club looked after by the history teacher and run by some elected history students, who function as office- bearers of the club.

i) Functions of the club:

01. *Organise functions on some historically important days:* These should include Akbar Day, Shivaji Day, Vikramaditya Day etc., to suit local and national needs and aspirations. On such days suitable songs should be played, speeches organised and even distinguished invitees may be requested to address the audience to highlight the importance and greatness of the occasion being celebrated. The ultimate purpose of the function should be to create a sense of oneness, patriotism and fellow-feeling among the students.

02. *Collections*: The club can involve students in the collection of various coins, stamps and art pieces.

03. *Conduct excursions:* Historical excursion should be conducted by the club to motivate children to join the same. Schools should conduct excursions efficiently.

04. *Organise debates:* Debates on historical and political issues should be held without any emotionalism on part of the students and teachers. The topics for debates should be carefully chosen.

05. *Preparation of historical albums:* A history club should motivate students to collect from newspapers, magazines, old books, journals and the like, pictures, write-ups etc., of historical value and decorate them carefully in their respective historical albums.

06. *Writing poems and ballads on historical events or personalities*: Children should be encouraged to write some poems or ballads on persons or events which appeal them

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most and recite the same in the meetings of the history club.

07. *Arranging some lectures:* Experts in the field of history may be requested to come to school history club and deliver lectures on topics of great interest to students, in the most simple and demonstrative way.

08. *Paper reading:* History club is a place where senior students should be encouraged to present papers on important historical topics for the students of lower classes in a simple and effective manner.

09. *Drawing historical sketches and pictures:* Many talented students should be encouraged to draw sketches and pictures of battles, historical personages or events etc., so that other students are also motivated to copy these talented students in the history club.

12.08 Graph preparation:

Whenever quantitative data is to be represented, make use of graphs. These help to show comparisons, developments, relationships and trends, and serve as visual images for ideas and concepts which are abstract.

i) *Types of graphs:-*

01. *Histograms:* A histogram or frequency histogram is simply a graph composed of various rectangles made on the class interval (C.I.) as basis and the corresponding frequencies represent the heights. They represent an idea with the aid of broad lines (small rectangles). On the bottom side is put the scale of values in a horizontal form, while on the left side is some vertical arrangement of what we are interested in . It is good to colour the rectangles or the differences can be shown in other ways also.

In history, histograms are used to represent rise and fall of empires, dynasties or some such historical phenomena.

02. *Pictorial graphs:* Here picture symbols are used to represent an idea or a concept in order to give a self- explanatory and

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appropriate look to the whole plan. Various symbols used are ships, elephants, money, horse, men etc., and their total quantities are represented by the actual number or a multiple of the symbols used. A key is used to show the numerical value of each unit in the graphs.

03. *Time- line:* It offers a linear presentation of time. It helps students to develop time sense by using space symbols. Here the length of time is represented in symbols by drawing a line vertically or horizontally. It gives a visual image of the various sequences of events along with their relative differences in occurrence in time. It is good to choose units of time in equal small lengths. Also, the dates should be presented in the time-line to give full reference.

12.09 Picture collection and picture making:

It is very appriately said, "Children, by their very nature, are picture-minded" and it is this great love for pictures that can become an activity and subsequently help in learning history. Mc Kown and Roberts support picture collection and picture- making by stating that "From the time when man first drew pictures in the sand or scratched symbols on rocks, through the many developments and use of papyrus, paper, canvas, marble, pen, ink, brushs etc., to the present when he utilises it in a wide variety of startling photographic representations, man has always found picturisation an indispensable tool for expressing ideas or conveying information to others". Therefore, picture- making is a pleasant activity with youngsters that can make them to come close to history and its various events. Children should be helped to draw pictures of typical events and battles, pictures about utensils, food, dress etc., of different periods; pictures showing the lives of different religious personalities, pictures of cultural nature like monuments, architecture etc., and there can be picturisation of coins, agricultural tools, transport facilities and the like.

Besides, children should be encouraged to collect pictures of historical value to put them in their project- book or scrap- book.

Various kinds of pictures known to us are post-card pictures, pictures made or pasted on charts, pictures taken from old text- books and other books, picture diagrams, cartoons etc.

Pictures substitute the spoken word or the lecture method. As

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such these should be qualitative, related to the lesson in hand, displayed for a long time to understand them, and these should be preferably coloured (to exercise deeper effect on children). In lower classes, picture-albums should be prepared by children to have a good collection of historical events and personalities.

12.10 Preparation of scrap book :

In recent years the practice of maintaining a scrap book by each student is becoming popular. A scrap book is a book in which a number of scraps collected by students from magazines, journals, old books, newspapers etc., are preserved properly for educational advantages in learning of history.

Besides, it is a joyful activity to collect relevant scraps for a scrap book. If the habit of scrap- book collection is well- founded, it can prove of great value to the grown-up students.

The following points should be born in mind to make a scrap- book collection a healthy activity:-

01. A scrap- book should be attractive by way of its size, colour, print, space for the collections etc. An attractive get- up is a good consideration.

03. Collection of scraps should be systematic and based on classification principles. For example, the sayings of great historical personalities should be put under their pictures or portraits fixed in the scrap book. It is very much needed to mention the scrap information briefly on the index page of the book, to serve as a ready reference.

04. The scrap- book should gradually turn to be a proud possession of a history student as it should contain a fund of useful and practical information. Some scraps may be put in boxes, by drawing rectangles around the pictures The scrap- book should be a treasure of piled- up rich information on the subject.

To conclude it can be said that it is the duty of each history teacher to guide his students how and where to collect scraps for his scrap- book to supplement his learning, and feel the thrill of collection, pasting, describing write-ups in

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catchy lines or words etc., to enjoy the learning of history.

A number of activities useful for the teaching of history have been discussed briefly. It is in the hands of a history teacher when to employ various activities according to the age, ability and attitude of the students in different classes working under different conditions. Their activities help to "invest the past with an air of reality" to encourage a genuine grasp of history and enrich the historical imagination. No activity should be formalised, but so conducted as to achieve the objectives in view. To be democratic, the activities should be planned and executed by the whole lot of history students, under the able and ripe guidance of the history teacher.

Learning Assignment.

01. Name and discuss some important activities which can be introduced in the successful teaching of history.

02. What is the safe role of map- work in history to improve learning?

03. What is the contribution of excursions in the teaching of history? Discuss.

04. How is the 'History Club' of a school used for learning of history?

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"History has a claim for a separate room just as science subjects".

—A saying

"History is a subject with its own techniques and... it may fairly be claimed that it needs its own room for its effective use... Moreover, an atmosphere favourable to the study of history should be created and this can be far more readily achieved if historys rooms are set where work done and in progress, is visible"

—C.P.Hill

Chapter 13

HISTORY ROOM, LIBRARY AND MUSEUM

I. HISTORY ROOM

13.01 Introduction:

Apart from C.P.Hill's and other historians emphasis on the need of a separate history room, we have ourselves come to realize that the subject of history has travelled a long distance where besides text-books, modern educational technology aids, reference books and other innumerable things have flooded the field of history teaching. If teaching of science deserves a laboratory, history also needs a history room and the subject- specialists would call it 'history laboratory' for it is equipped with varied kinds of aids making the room no less than a laboratory.

13.02 Need and importance of a history room:

Ther reasons for the need and importance of a history room are:-

01. *To save time for teaching:* Equipments like heavy relief maps, 16 MM projector, video material, T.V., Radio, teaching machines, computer, 3-D teaching aids, chalk boards etc., form a history room and these cannot every time be removed and brought to another room where a lesson on history is to be conducted. Every change of place of the equipment means their utility only for a short while. Above all it is a time-consuming process which the history teacher cannot afford.

02. *To ensure effective history teaching:* The very environment

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of a well- equipped history room is a boon for the students. The climate of the room stimulates their imagination and boosts their learning.

03. *Convenient and timely references available:* There may be less number of historical models, charts, magazines, books, maps, pictures and other illustrative material, but the charm lies in its proper use, very conveniently and without loss of any time. Even incomplete work by history students can be completed comfortably in their history room possessed with useful material.

04. *A history teacher gets a room to help students to have maximum benefits from it:* A successful history teacher deserves a home in school in the form of the history room where he can arrange, display and collect his aids and other material for the maximum benefit of his students, and to provide them excellent opportunities to improve their understanding, skills, information etc.

05. *A history room has wide scope*: A teacher can conduct dramas, puppet shows, supervised study, debates, exhibitions etc., in a spacious history room, specially suitable to meet all required needs.

06. *A history room is 'an arranged environment':* It is in this environment where children are drawn towards different historical work like preparing their notes, drawing maps and charts, attend seminars etc. It also tempts students to study and examine various kinds of material put there in an arranged manner. It improves their observation and intellectual curiosity, which may otherwise not be possible without a history room.

07. *History room, a centre of attraction:* Many visitors who come to schools, are intentionally taken to go- round- the- history-room where a lot of teaching aids are put to make the subject life-like and unforgettable for the students. The display of the arranged material leaves a good impression about the school on the minds of its selected visitors.

08. *History room—a great learning place:* A history room with a nice social climate, certainly becomes a learning place with

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student activities and participation. The students feel that the room belongs to them, and they get motivated to do better and richer work.

09. *New techniques can be put to use in the room:* Before new techniques become fully operational, the history room is no less than a laboratory where experiments in new techniques can be conducted to see if the same deserve to be accepted on a large scale.

10. *History room can develop sense of responsibility among children:* Children should be made responsible for the smooth functioning of the room by looking to its maintenance, distribution, collection, organisation, display etc., of the articles housed there. The decentralised responsibility helps children to become organisers and managers of agencies and establishments at a later stage. Children should even be taught how to receive guests, arrange furniture and make seating arrangement for visitors and others. Moffatt and Howell opine, "classroom management expresses a business– like and orderly approach to the teaching— learning situation. Leadership gives direction and provides for the type of atmosphere so essential for effective teaching".

From the afore- mentioned facts it is clear that a history room is an asset, free from rigid atmosphere and based on the collective and cooperative work of the students under the supervision of the history teacher. A well- equipped history room is responsible for promoting a taste for the subject and strengthening the historical attitudes of the learners to do full justice to the teaching-learning process in history.

13.03 Essential requirements of a good history room:

01. *Furniture:* M.P.Moffatt remarks, "class room furnishing and their arrangement have direct bearning upon the quality of results obtained. Satisfactory outcomes can be expected from any class room situation only when adequate facilities are provided".

02. *Books and book racks:* The reading material like books, encyclopedias, magazines, journals, periodicals, reference-

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books etc., should be well arranged and put in steel racks so as to use them easily and save them from moths in the rainy season. Open bookshelves in the history room facilitate children to find required reading material easily and according to their requirements.

03. *Tools and supplies:* The history room should be provided with different working material like coloured pencils, brushes, scissors, blotters, rulers, pen- holders, ink (coloured), water colours, erasers, paper clips, pins, nails (different sizes), drawing sets, special paper (different sizes), compasses (steel and wooden), paints, and so on. This material is useful for doing practical work in the history room.

04. *A.V.aids:* A functional history room should have audio- visual aids like O.H.P.(over head projector), graphs, charts, pictures, maps, globes, models, specimens, record player, gramaphones, T.V. (preferably coloured), Radio, computers (P.Cs), tape- recorders, video film equipment, posters, cartoon films, filmstrips, slides and the like.

The room should have an arrangement for converting a portion of it for films, slides and other projection facilities in the room space.

The A.V. aids and the use of new educational technology devices are increasingly finding a place in a history room to fulfil the objectives of teaching history for different classes.

05. *Flags :* There should be specimen of flags of different countries, the U.N.O and its allied agencies etc., for display and discussion.

06. *Boards of different kinds:* These should include Black Boards, Bulletin Boards, Display Boards etc., for using them for varied purposes in the teaching of history.

07. *Files and cabinets:* Files and cabinets are used to preserve collected material, important photographs, special maps and pictures etc. Steel cabinets can preserve files and students should be made to put the (material taken from files) back into the files and then serially arrange them in the cabinets for further use. Maintenance of files and their safe way of

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putting them back in cabinets should be a part of the learning process.

08. *Spacious room:* The history room should be a spacious room otherwise it will fail to serve academic and professional requirements in the teaching of history. It has to serve various purposes of doing practical work, dramatisation, lectures and seminars and other equally useful historical activities.

09. *History- room management:* Children should be encouraged to manage and maintain the room by distributing the work. Students should assume responsibilities to run the room at different occasions in a well- planned manner. Students should learn how to operate the room functionally. So, Moffatt and Howell opine, "class- room management expresses a business- like and orderly approach to the teaching- learning situation. Leadership gives direction... with the democratic sharing of responsibilities".

Therefore, we can conclude about the history room that it "can provide the setting for functional activities and worth-while experiences that facilitate student growth through effective learning". History room is the heart of history teaching and learning.

II. HISTORY LIBRARY

13.04 Introduction:

Most schools have a general library and if the school has a separate history library, it greatly contributes to make history a life- like and dynamic subject of study. The history library is a treasure- house of knowledge, skills, ideas and records. It is like a running brook from where any lover of history can quench his thirst for knowledge and wisdom. It is the history library which provides a lot of scope to learn historical processes, truths and facts in a creative and productive manner to seek independent decisions. So, there is no doubt that a history library is a great asset to one seeking truth about 'the story of man' from the remote past to the present.

13.05 The main objectives of creating a history library are as follows:-

01. *Develop habit of extra-study in history* : The study material

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should be well-graded and students should be asked to read particular books in the beginning till they develop their taste for reading advanced books.

02. *Develop interest in the subject:* Properly selected, classified and preserved library books in the history library should be given to the students by the history teacher, who is an expert in creating interest of the students from different levels of academic achievement by providing them carefully-chosen books of history. May be this work by the teacher produces the future historians and experts in history.

03. *Stimulate young minds:* Young minds are sensitive and eager to read what stimulates them to study more and more to become proficient in the subject. It is in the techniques employed by the teacher, that stimulate his students to ask for more historical books from the history library.

04. *Develop a critical but constructive attitude among students:* A constant study of history books under the guidance of an experienced teacher, would help students to develop their critical and constructive way of assessing a book or a similar piece of reading material. This proves beneficial for the development of student's personality in the days to come. Assessment of historical data helps students in developing their critical thinking.

05. *Familiarising students with different forms of historical material:* The reading material in the history room should be books, travel accounts, biographies, extracts from encyclopedias, articles collected from magazines and journals, newspaper cuttings and so on to acquaint a student with secondary and even primary sources of knowledge in the shape of varied reading material.

13.06 Selected important school- library resources:

01. *Text- books:* All the prescribed text- books on history from class I to class XII should be available in the history library for ready and detailed references. This would help the teacher to know precisely the history syllabus prescribed for all the classes at primary, middle, high and even higher secondary levels.

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02. *Reference books:* The school history library should have best reference material available in the market. The material should be both conventional and advanced. The conventional references are dictionaries, atlases, maps, charts, hand-books, encyclopedias, year books, manuals etc., well- kept and properly preserved so that these are readily available.

Advance reference material may include latest researches in history, throwing light on many un-solved issues. Books of Knowledge, Year Books etc., are also included here.

03. *Unit booklets:* These provide information about a score of topics beginning with our local or national history and reaching to far off places of the world to establish bonds of social contact, trade etc.

04. *Literary material:* This includes adventures, simple biographies, narration of travelogues, historical novels, animal stories and so on, and for lovers of history whom the history teacher has to locate in his different history classes.

05. *Magazines, periodicals and pamphlets etc:* Sometimes wonderful historical information is found in many magazines, pamphlets and periodicals about various aspects of human life. When these are brought to the notice of students, they study with care and attention to increase their knowledge of history.

06. *UNO, UNESCO, WHO, ILO and allied publications:* These should be received by any promising school to boost the knowledge of history students so that they are well-equipped with global information about various important activities, programmes, financial and other assistance etc., of international importance.

07. *Atlases:* They are a must for a history library to be readily available for lesson delivery and map- making activity.

08. *Newspapers:* Their right place is in the history library where students should be encouraged to read the latest news items which are locally, nationally and internationally relevant. Sometimes good articles, lectures, cartoons, posters,

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quizzes etc., are found in the newspapers, which strengthen the historical learning of youngsters. They also develop the habit of reading a newspaper everyday.

09. *Miscellaneous sources:* These should include books on heroism, success stories, inventions, fairy tales, biographies of great discoverers, scientists, patriots etc.

Besides, there are special encyclopedia prepared for children to get their reference material from Junior World Encyclopedia from Freeport, N.Y.Harver Educational Services, Inc- 1973; The General Knowledge Encyclopedia from London, Octopus Books ltd.- 1978; Children's Encyclopedia of History from London, Ward Loch Ltd. etc.

13.07 Functions of a history library:

01. *To develop study and learning habits:* There is great need to develop proper study habits among history students so that they are able to use silent reading and loud reading methods at different suitable occasions. Besides, the library expects students to borrow books on their names, read them carefully and then return them in time without damaging them.

02. *Promote self- study:* The borrowed books have to be studied carefully, notes have to be prepared and a lot of study has to be done by the students in order to promote the habit of self- study in them. They would understand correct spellings, pronunciation etc., and also be urged to learn the use of other reading material to improve their historical knowledge etc.

03. *It helps students to participate* : They participate in debates, dramatisation, prepare wall-newspaper bulletins, lectures etc., because the history library is a great store of knowledge that meets the multiple requirements in daily programmes of schooling.

04. *Addition in the quota of information:* Study of historical literature at regular intervals, adds to the growing quota of information among students and they feel fully equipped to meet different situations.

05. *Leisure- time hobby:* It is said by Samerset Maugham, "To

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acquire the habit of reading is to construct for yourself a refuge from all the miseries of life". This can be true of children who wish to spend their leisure time fruitfully by reading good books borrowed from a history library.

06. *Provide training in the proper use of books:* H.C.Dent has said, "With a good library widely used, it is possible to teach children how to use books efficiently— a lesson all of us must learn if we are to get the most out of them. It is a lesson not too easily learnt, and far too rarely taught".

07. *Improves school discipline:* When children have developed the habit of being busy with reading books, they remain involved and as a result the problem of indiscipline in the school remains under control.

08. *Offers moral training:* Children slowly learn to return the library books in time, and also learn how to keep them safe and undamaged. Punctuality is developed when books are required to be returned in time.

09. *Children gradually learn to study good study material:* This is possible with the help of the able guidance of the history teacher who is the sole controller of the history library.

To conclude we should remember that lot of change is registered in modern education where a text- book is never taken as "Educational Bible", but the library is considered to be an ocean of knowledge where we can have as much knowledge as we wish; and, the library has to be accepted as an essential part of history teaching for better returns. Besides, as the Mudaliar Commission has said , "The library will be the hub and the centre of the intellectual and literary life of the recognised school and play the same part vis- a-vis all the other subjects as the laboratory plays for science subjects and the workshop for technical subjects".

III. HISTORY MUSEUM

13.08 Introduction:

It is remarked by the Mudaliar Commission about museums that

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In the age of great changes in the field of education, they "play a great part in the education of school children as they bring home to them much more vividly than any prosaic lecture, discoveries of the past and the various developments that have taken place in many fields of science and technology". In most modern schools of today, museums are getting full attention to improve the standard of education. Besides, the instinct of collecting and possesing is strong in all children. They have to be directed to sublimate this instinct to collect things and display them in school museum. It would mean that their instinct has properly been utilised for educational enrichment and a museum is used 'as a place of study'.

13.09. Objectives of a museum:

01. It should educate children how to conserve a museum and, how to use the various techniques of exhibiting its articles in an appealing and effective manner.

02. Attempts should be made to develop the history museum into a big museum in the absence of a local museum. Let the school museum grow into a community centre.

03. It should sharpen the interest of children in history and seek their participation in various cultural programmes.

04. It should become a centre of activity for children and teachers to increase their knowledge. Teachers should be able to conduct some research work to improve the teaching-learning process in history.

05. It should develop visual instruction techniques and experimental work with museum specimens.

06. It should attract every student to be guided to understand the utility of various specimens kept in the history museum.

13.10 How to increase the visual appeal of a museum?:

01. *Maximum and proper use of the space:* Special planning is needed to impress visitors and others who come to witness the museum with great interest and hope. The museum space should be used judiciously for the unimpeded movements of the visitors.

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02. *Light music be played:* It is psychologically sound to play light music while visitors are going round the museum. Sometimes the recorded sound of chattering monkeys, the beat of drums, croaking of frogs, the sound of Indian tropical rain etc., is played to give a realistic touch to the exhibits. It is preferable that the background sounds are synchromash with the time period of the displayed specimen.

03. *Use of varied coloured lights:* Just as in a drama, different coloured lights are used to have special effects on the items presented, similarly suitable coloured light should be used for different exhibits of the museum to achieve a very meaningful effect.

04. *Use of appealing and suitable labels:* A museum containing a number of specimen deserves 'brief and to- the- point' labels to attract the attention of the visitors. Just as a newspaper has a headline covering every news report under it, similarly the labels used for museum exhibits should be catchy and convey the spirit of the exhibit.

Keeping in view the aforementioned facts about a history museum, it is beyond doubt that a history museum is a great asset to a school. The museums should gradually be recognised as centres which impart broad- based education at all levels of schooling. They serve to enhance the quality of teaching history to students. Attempts are made these days in many schools to provide separate rooms for different subjects like history etc.

To conclude we can say that the history room, history library and history museum are three essential components to provide a history teacher a home, create a congenial academic environment for teaching-learning process in history. By utilising the history museum as a centre of great recreation, learning and collection of different specimens for excellent display, we shall be doing great service to the teaching- learning process of the subject which has by now gained a distinct status in school curriculum. The subject itself, by virtue of its nature and scope, deserves all the three things— room, library and museum— to overcome the 'walk- chalk- talk method of teaching'.

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Learning Assignment

01. Why is there a need for a 'history room'? Explain.

02. What are the essential requirements of a good history room? Discuss.

03. What are the main objectives of creating a history library? Explain.

or

What are the functions of a history library? Discuss

04. Write an essay on 'history museum'.

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"The foundation of all learning consists in representing clearly to the senses, sensible objects so that they can be appreciated easily".

—Comenius

Chapter 14

A. V. AIDS IN TEACHING OF HISTORY

14.01 Introduction:

It is an accepted fact that the teaching of history becomes full of life when modern audio-visual aids are used. The teaching becomes improvised and gains freedom from verbalism and boredom. A.V. aids transmit ideas and concepts of history through eyes and ears. The scientific use of human senses, particularly seeing and hearning, makes history interesting and a fruitful experience. Past is made live with the help of A.V.aids.

More and more countries in the world make use of technological devices to augment the education of youngsters by ensuring quick and effective teaching-learning process. They literally convert their schools into progressive learning places. For example, it is impossible for our students in Indian schools to go and see many historical places, forts, battle fields, new excavations, old coins, edicts, old manuscripts, museums, ruins of old cities and towns and many innumerable things, but we can make all this live by using effective tools that can "invest the past with an air of reality". The history teacher today is in a comfortable position to press into service the various kinds of A.V. aids with their respective techniques, devices and resources to bring far off things and even the remote past into the present, in a short span of half-an-hour or an hour. It is through the appeal to a pupil's auditory and visual senses that A.V. aids confer the past with realism, and history learning for students becomes 'free-from-tears'. Today, teaching machines, computers, T.V., Radio, films, V.C.P., over-head projectors, magic lanterns, maps, pictures, videotapes, models, photographs, display boards and even activity aids like field trips, library work etc., are used as teaching aids to revolutionise the art of teaching history in our schools and post-school institutions. The Kothari Commission Report (1966)

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recommended, "The supply of teaching aids to every school is essential for the improvement of the quantity of teaching. It should indeed bring about an educational revolution in the country."

14.02 What are A.V. Aids ?:

Basically A.V. Aids are those 'seeing-hearing' aids which help in teaching-learning process. There are many kinds of such aids used in the teaching of history. These are the best aids to help teaching learning process. Albreach Durer supporting the cause of A.V. aids, says, "It is easier what you see than what you hear, but you both see and hear, then you can understand more readily and retain more lasting". It is also said, "seeing is believing"

Carter A.Good defines A.V. aids as " Any device by means of which the learning process may be encouraged or carried on through the senses of hearing and sight simultaneously". Also "Any device which by sight or sound increases the individual's experience beyond that acquired through reading, may be described as an audio-visual aid to learning".

From the definitions of the term 'A.V. aids', it can be said that these deserve to be used by a history teacher to highlight clearly a point and not for the sake of entertainment. These help to arouse curiosity and interest of young learners in application, extension and development of a lesson or a point in history.

14.03 Importance or uses of A.V. aids in the teaching of history:

01. *Learning is made joyful* : All average and below-average pupils in the classes derive joy and fun out of the use of these aids, especially when we go from 'known to unknown' 'easy to difficult' 'concrete to abstract', or 'simple to compound' method.

02. *Both interest and attention retained* : A.V.aids, when used properly, arrest the interest of students and in turn ensure attention in the lessons.

03. *Time-saving device* : It is true that by making use of A.V.aids, we save time, money and energy in the process of teaching, and subsequently lessons are easily digested by the

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learners.

04. *Minimise abstraction* : Here units of information are presented turn by turn in the most effective manner. S.L. Pressey remarks. "Other things being equal, material will be remembered in proportion as it is meaningful" and made easy for the pupils. It reduces abstractions in lessons when presented in small doses.

05. *Offers variety* : Since 'variety is the sauce of life', and all pupils who want to master learning get all that they need to learn when variety is introduced in their lessons.

06. *Curiosity tapped* : Teaching history with the help of A.V.aids, taps the curiosity of pupils and they gradually excel in their studies.

07. *World in the class room* : It is the A.V.aid which brings the 'whole world in the classroom' and that speaks about the importance of the said aids.

08. *Appeal is very quick* : A.V.aids have a quick appeal for young boys and girls who pick up "history without tears".

09. *T.V. lessons minimise serious problems* : Sometimes many difficult topics in history are sent to the local T.V. station, where with the aid of their technical staff and experts, they produce A.V. lesson on the topics lucidly to help the needy students. Delhi Doordarshan has this practice of making and telecasting programmes that tackle serious problems in different subjects.

10. *Thinking is stimulated* : The creative and imaginative thinking of youngsters is stimulated. Here E. Dales observes, "because audio-visual materials supply a concrete basis for conceptual thinking, they give rise to meaningful concepts and words enriched by meaningful associations".

11. *A time-saving device* : The A.V.aids are time-saving devices and in this lies their great importance.

12. *Attention propellers* : A.V. aids are sometimes labelled as 'attention propellers' as they contribute a lot in learning

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history by its visual attraction.

13. *Increases general awareness* : Children exposed to varied devices of A.V.aids, including T.V., and computer, provide greater general awareness about the subject matter than those who have a limited exposure.

14. *Transfer of learning takes place* : Good audio-visual teaching promotes ' transfer of learning' from history to other subjects. Here E. Dale says that this experience is 'rich, full-bodied experience, that is the bedrock of all education".

15. *Minimum teacher's talking* : It minimises a teachers's lecture work. "Hence they (A.V.aids) offer the best antidote availability for the disease of verbalism".

Keeping in view the various points explained so for, it can be concluded that "Audio visual aids are vital not only to a few areas of learning, but also to every subject or unit of learning" or as Francis W. Noe remarks, "Audio-Visual aids are component parts of that foundation" called education.

14.04 Classification of A.V.aids :

There are many classifications. Let us take them separately as follows:-

Traditional classification of A.V.aids

A.V.aids

Projected aids		Non-projected aids					
Silent aids	Sound aids	Graphic aids	Display aids	3-D aids	Audio -aids	A.V. aids	Activities
Slides	Educa-tional films	Pictures	Black-board	Models	Radio	T.V.	Dramas
Filmstrip		Charts		Globes	Grama-phone	Cinema	Picnics
O.H.P.		Atlas	Flannel-board	Puppets		Drama	Collections
Epidiascope		Maps			Tape-recorder		Travels
		Diagrams	Magnetic-board	Specimen			Journeys
		Graphs	Bulletin-board				Bharat Darshan
		Comics					
		Photogr-aphs					
		Posters					

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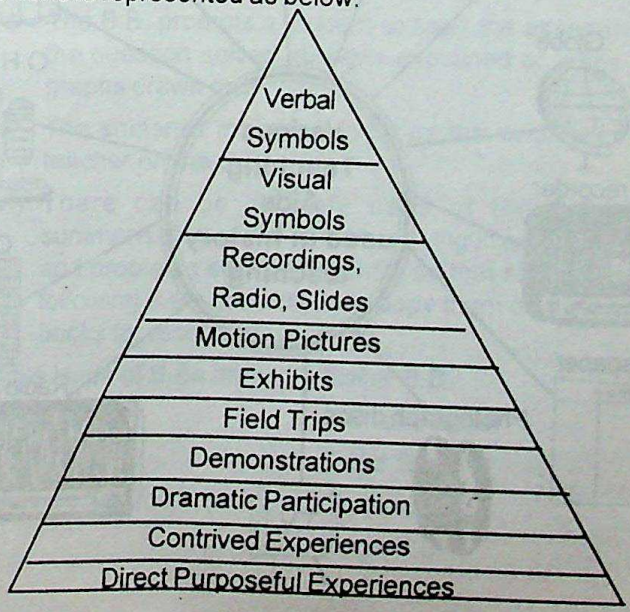
There is another classification given by Edgar Dale which is on the basis of the kinds of experience presented by the aid. He labelled it as 'Cone of Experience' and it rests on the principle of direct experience to pure abstraction. Dale says, "The cone device... is visual metaphor of learning experiences in which the various types of audio-visual materials are arranged in the order of increasing abstractions as one proceeds from direct experiences".

The cone has three features, namely i) its base represents direct reality through live experience, ii) it develops increasing abstract experience through the use of models and this is called 'editing' of reality, and iii) it helps reconstruction of experiences with the aid of demonstration. In these three things the student is a participant and not a pure spectator. But when the student's participation reduces, he becomes a spectator only. Here T.V., motion pictures, Radio, demonstrations etc., come under this category.

At the top of the cone are visual aids like maps, graphs, charts etc.,—an abstract representation of the reality.

The final stage is about verbal symbols where a particular word stands for an idea, an object, etc.

The cone is represented as below:



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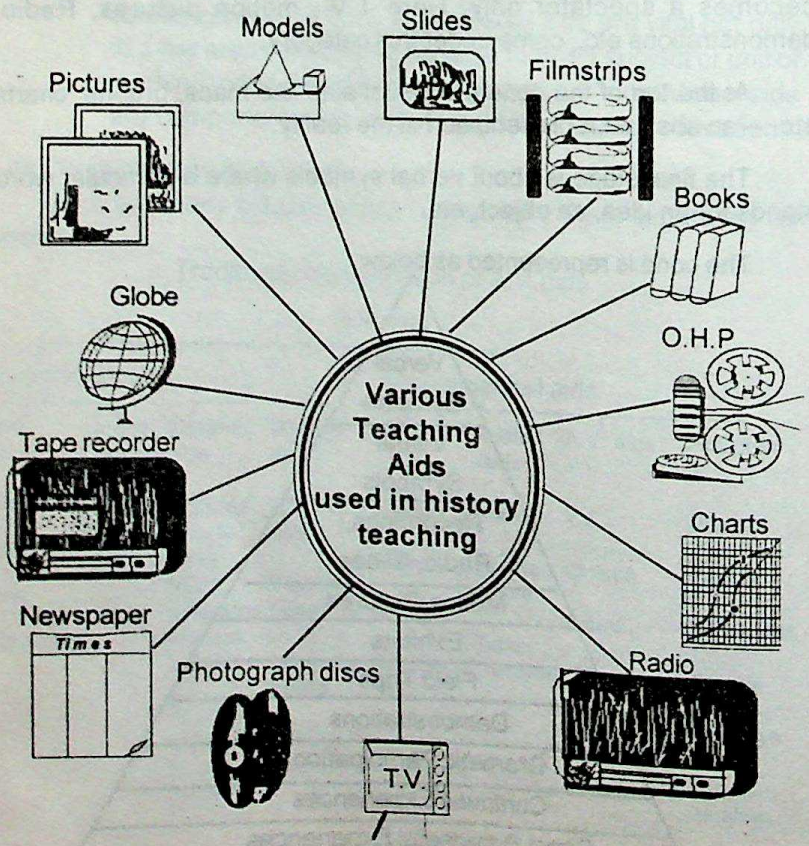
Let us have the third classification which suits our convenience in the teaching of history. Here we have four-fold break-up given below:-

1. Visual aids	Slides Motion pictures Models, specimen etc. Pictorial material Globes and maps	3. A.V. aids	T.V Motion pictures(sound) Dramatisation Field trips etc.
2.Audio aids	Radio Tape recordings Phonograph Gramaphone Loud speaker	4. Print aids	Books Newspapers Periodicals



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14.05 Discussion of some important aids:

01. *Chalk/Black-boards* : A black-board is what may be termed as sine quo non of our educational institutions. It is the oldest and the most common teaching aid, and is considered as the best friend of a teacher. It is the cheapest aid and creates a formal atmosphere for the teaching-learning process. According to Edgar Dale, "It provides an opportunity for creativity and initiative as one 'visualizes' an explanation or a demonstration".

A black-board has the following advantages:-

i) It offers lot of space to explain various points in a lesson, and also helps the teacher to make use of decorative and creative work.

ii) By erasing the writing easily, a teacher can add more points or even begin afresh his topic.

iii) A B.B. helps to review the whole lesson for the advantage of the class.

iv) The salient features of a lesson can be highlighted by the teacher to focus the attention of his history class.

v) The B.B. prompts a student to copy the essentials of the question solved, designs explained or maps and graphs drawn on it.

vi) The student's interest is held by the writings of the teacher on the B.B.

vii) There can be multiple uses of the B.B. like summarisation of the lesson, solving important points and problems etc., on the B.B., so that students after following them correctly, can copy them on their note-books for record and learning.

The various kinds of B.Bs are :
- Roller B.B.
- B.B. and easel
- Fixed B.B.
- Graphic B.B.
- Mega B.B.

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For important uses of the B.B., the following points should be kept in mind:-

01. The hand-writing on the B.B. should be neat, clean and legible.

02. Begin writing from the top without leaving big space on the B.B., so that maximum use of the B.B. is made.

03. Duster is the proper thing to be used for cleaning a B.B.

04. The B.B. should be neat and clean so that each student in the class can see the writing on it.

05. Always write in straight rows.

06. Avoid writing on the last part of the B.B. because it may not be visible to the last rows or back-benchers in the class.

07. Before beginning to write on the B.B., all things like chalk, duster, T-squares, protectors, compasses etc., should be at hand.

08. Sometimes children should be asked to write or draw diagrams on the B.B.

09. The B.B. should be visible to the whole class with the help of natural or artificial light in the class

10. While writing on the B.B., care should be taken to remain on one side of the B.B. and not in front of it.

11. It is good that the B.B. is periodically serviced to look attractive and useful.

12. It is very good that maps-making, diagrams and graphs etc., are freely and slowly drawn on the B.B. for students to pick up the art of doing the same on their note-books etc.

13. When the class is attentive, then alone the B.B. work should start.

14. The B.B. should contain only the main points of the lesson or topic in hand. It is no use to flood it with unnecessary information.

To conclude we can say that the other kinds of boards, namely, Bulletin Board, Flannel Board, Magnetic Board etc., have their own advantages in the teaching of history. The bulletin board is meant to display drawings, posters, news-clippings photographs etc., collected

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by students in groups or by individual students.

The surface of a flannel board is covered with grey, black or dark blue flannel or superior cloth for fixing news-paper cuttings, text-book material, magazine or journal cuttings etc., to be used for lesson-delivery by the teacher.

To conclude we can say that in the hands of a history teacher, various kinds of boards are an asset to make his teaching effective, and motivate children to undertake many jobs where they can make designs, graphs, charts, time-lines, flow-charts etc., to improve the quality of their learning, based on the principle of learning-by-doing.

02. *Radio* : Basically it was meant to entertain people, but it has become a front-line audio aid. School broadcasts, 'Bachoo -ka-Programme', 'Kreshi Darshan', 'Mahilavo-ka-Programme', 'quiz programme, song competitions, dramas and a host of programmes offered by radio stations in the country in local or regional languages, are a great boon to push forward educational learning, general knowledge, skills etc., of young students.

There are generally three kinds of programmes useful for children, and these are, the school broadcasts, the Light Programmes and the General Broadcasts.

In every case the broadcasts as teaching devices should be integrated with class learning and project work. It is useful to keep all the students informed in advance about the kind of broadcasts they would be enjoying. After the broadcast is over, the teacher should provide suitable literature to make the broadcast more effective for children. Even a discussion is fruitful.

Various advantages of the radio are as follows:-

01. A sense of participation among children is developed with the help of vivid explanations and effective presentation offered in a radio programme.

02. The radio covers a larger sample of student population, scattered unevenly all over the state or the country as a whole, to derive the benefits of useful

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learning.

03. The radio enables students to come closer with great personalities through various useful programmes.

04. Sometimes radio programme emotionalises students by being influenced by various sentiments and feelings of the speaker; this brings favourable learning changes.

05. Many radio programmes are scientifically devised so that they sharpen the appetite of the students to have more and more similar radio programmes for their advantage.

06. Radio programmes re-create great events and the great lives of personalities through the artistic experience and technical know-how of the producers, directors and artists; and it leaves a deep impression on the mind of student-listeners.

To conclude, we can refer to R.G. Rejnolds who said, "Radio is the most significant medium of education in its broadest sense... As a supplement to the classroom teaching, its possibilities are almost unlimited... It is available from early morning till long after midnight... Some day its use as an educational instrument will be as common as text-books and blackboards". Today T.V. has become common, but still the voice of the radio continues to reach the larger sections of our Indian population in our educational institutions. Fredric Wittis feels, "I like to think of education by radio as a timely, vital and dramatic thing".

03. *Television*: It is an advanced instrument that surpasses the radio. It has appeal to both the senses which are gateways of knowledge. It is considered to be "the blackboard dramatised, the picture brought to life". But it has now become a "medium of mass communication which far surpasses in effectiveness, anything our civilization has known".

By all considerations T.V. is a very important A.V. aid for the teaching of history in our schools. It is also a "means

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by which teachers, parents, children, and all citizens may share a common experience at the same time". It is gainful to use the excellence of A.V. aids to the maximum benefit of pupils.

Considering the power of television to improve our teaching-learning process in history, it has a tremendous role to play by presenting places and sites of historical value before the students in the class without visiting the places. The best experts on history are there available to us to deliver difficult topics on the T.V. for the good of educational process. In India, we have also started in the right direction by telecasting Doordarshan-sponsored, T.V. programmes for schools, and it is hoped that with the coming of the 21st century, our history teaching through T.V. will be more realistic, interesting, and effective

I) *Types of lessons a T.V. can deliver:*

There are four following-given types of T.V. teaching programmes explained briefly:-

01. *T.V. as a teaching aid* : The history teacher exercises full control on the manipulation of the T.V. set.

02. *Total T.V. teaching* : This work is undertaken by many Doordarshan Kendras in the country where the history experts prepare a list of difficult topics for T.V. relay. Here the teacher is just to supervise the lesson when delivered on the T.V., with earlier information sent to all schools falling under the range of the particular Doordarshan Kendra.

03. *Supplement T.V. teaching* : After a lesson is delivered by the Doordarshan, the history teacher takes pains to develop it further in his classroom through discussion.

04. *T.V. supplementing and enriching classroom teaching:* Here class teacher functions as a potent agent to deliver lessons, but sometimes some topics are supplemented by the T.V. programmes.

ii) *How to make the best use of T.V. as an educational aid?:*

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01. T.V. is a complex tool developed to meet the challenges of knowledge explosion through its efficient use. Educational T.V. has to seek co-operation from administration, the faculty, and the technical staff.

02. T.V. instructors should be well auditioned. Those who deliver lessons on the T.V., should be able and willing to digest all scientific criticism offered on their lessons as they are not facing their classrooms but a huge scattered population of students within the range of a T.V. centre.

03. The T.V. being a visual aid, demands a competent T.V. presenter to give artistic visual touches to the presentation of the lesson or the topic in hand.

04. There should be a programme analyst to give an objective assessment of the programmes offered by the T.V. and assess honestly the level of success of the said programme. He should suggest changes and amendments, when and where necessary.

05. An educational psychologist is the main person round whom all educational T.V. programmes revolve. A lot of research is needed in E.T.V. (Educational T.V.) to upgrade the quality and effectiveness of educational programmes meant for those of the adults and young boys and girls, who have their likes and dislikes.

06. The production manager needs to be both an academician and a technician, able to understand the whole process of T.V. software, mechanism and presentation of the quality E.T.V. programmes for our children.

iii) *Merits of T.V Instructions:*

01. *Covers large area of population* : T.V. is in a position to offer instruction to remote and inaccessible parts of the country. The IGNOU programmes are famous for the same reason.

02. *Availability of 'master' teacher* : Modern T.V.

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programmes make it possible to make available the 'master' teacher to any viewer at a number of places simultaneously without facing the problem of time and distance.

03. *Economically cheap* : The programmes run through INSAT make it possible to have video-cassette recordings to be used and re-used any number of times for the use of knowledge-seekers.

04. *Ensures consistency in teaching-learning process* : Since the two important gateways of knowledge—eyes and ears— are involved in a T.V. instruction programme, the media is more effective and ensures consistency in learning process. It widens outlook and quickens understanding.

05. *Use of direct stimuli* : Learning is more effective because the T.V. uses different kinds of stimuli to generate thoughts and widen the understanding of the viewers without boring them with words alone. It also reinforces ideas, beliefs, concepts etc., by exhibiting a thing or an object in its true and real sense form.

Having said alll this about T.V., an aid, there is no doubt that there is a greater need to use the T.V. in more and more schools of the country, especially in rural India which is struggling to prepare for competitive life and success. The quality of educational programmes on the T.V. has to improve further so as to make them more understandable and acceptable by a larger number of schools in the country and make history teaching more enjoyable.

04. *Maps* : Maps are a must for history teaching as they help understanding facts, and even abstractions. Most of the historical, economic, geographical and other concepts are made to be understood completely and adequately with the help of a map media. In fact maps are "universally accepted symbols which represent historical reality in space. They show the location, distance and direction of places connected with historical events".

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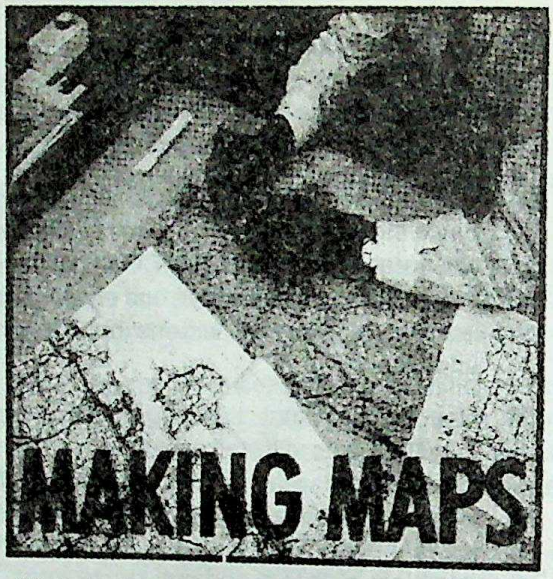
Map-making is a skill and it should be developed among all history students with the help of a T.V. programme.

i) *Various types of maps* :



01. *Historical maps* : These depict rise and fall of ruling dynasties, extension of territory of various rulers, battle fields, and so on. A brief description is also recorded with the maps to explain date(s), places, time etc. to make them intelligible. Besides, there are maps of invasions, migration of people, military operations etc., to meet the needs of different categories of learners.

02. *Geographical maps* : Geographical maps represent seismological, geological and archaeological information; maps regarding weather, rain-fall, contours etc., are mostly useful in geography. There are flat maps also that show political divisions, means of transport and communication routes of the world.

03. *Relief maps* : These maps are regarding regions and the world as a whole, making use of symbols, contours, colours etc., to make them intelligible to the map-users. They also show depressions and elevations on the earth's surface.

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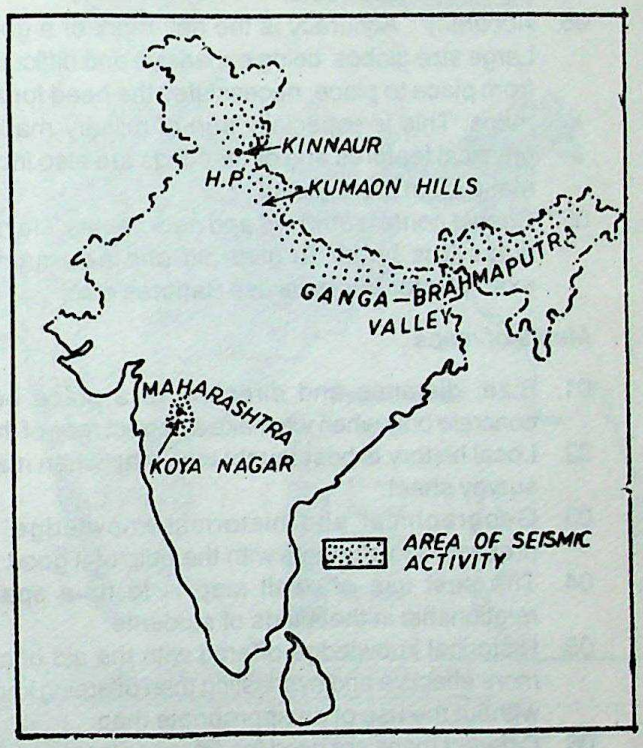
04. *Distribution maps* : These consist of a number of types of maps, namely, economic maps, population maps, vegetation maps, statistical maps, pictorial maps and dot maps. Besides there are maps showing races, languages and allied things of interest that concern students.



ii) *Essentials of a good map :*

01. *Scale* : Through the proper use of a scale, the map becomes accurate and scientific, and it is difficult to think of maps without a scale. These are either shown at the bottom or at the top of a map and the scales used are of three types, namely, graphic scale, statement scale and representative fraction (R.F.)
02. *Details :* All maps generally carry a brief detail about them.
03. *Visibility* : All the students in the class should be able to see it, and so it should be an adequately big one.

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04. *Symbols and colours :* Every map carries proper colours and symbols. For example, blue colour for water bodies; brown, yellow, and green colours are for land etc., in a physical map and we use conventional signs in topographical sheets.
05. *Accuracy* : Accuracy is the hall-mark of a good map. Large size globes being expensive and difficult to carry from place to place, necessiates the need for accurate maps. This is especially true of military maps where physical features and other things are also included to make them more useful.
06. *Should contain both old and new names* : In historical maps it is better to give old and new names. For example, for Varanasi use Banaras also.

iii *Merits of maps* :

01. Size, distance and direction of a place becomes concrete only when we make a correct map of the place.
02. Local history is best taught by a map when made on a survey sheet.
03. Geographical and historical knowledge is best presented to students with the help of a good map.
04. The best use of wall map is to fix a space-time relationship in the minds of students.
05. Historical knowledge offered with the aid of a map is more effective and everlasting than offereing knowledge without the use of an appropriate map.
06. Different maps are used for different classes to illustrate, illuminate and explain different historical places, events etc., in view of the age and maturity level of students.
07. Maps are increasingly used by Defence Services to plan strategies etc., after understanding physiography and topography of the places of concern.
08. Most topics in history are not taught properly unless proper maps are used.
09. Many physical and social concepts and facts become intelligible only when maps are used by the teacher.
10. A map becomes extremely useful to students when the teacher, before using it, explains symbols, legends etc., used in the map.

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INDIA

ANNUAL RAINFALL

KILOMETRES

Rainfall in Cms

0 - 20
20 - 40
40 - 60
60 - 100
100 - 200
200 - 300
300 - 400
Above 400

WEST, CENTRAL, SOUTH AND SOUTH-EAST ASIA

IRAQ
IRAN
AFGHANISTAN
Medina
Mecca
ARABIA
SINDH
CHINA
TIBET
(Suvarnabhumi)
INDIA
BURMA
THAILAND
PACIFIC OCEAN
ARABIAN SEA
BAY OF BENGAL
EAST AFRICA
CAMBODIA
(Kamboja)
MALAYSIA
SRI LANKA
INDIAN OCEAN

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05. *Models:* A model can be defined "as the replica of an object as it is or in diminutive or exaggerated form...it is an attempt at reproducing the original". Models can be of different sizes and related to the objectives of the lesson and the considerations of the inconvenience or convenience.

Models present different facts of human life, namely, social, economic, political, religious and cultural. We have models of war heroes, great administrators, popular rulers, scientists and explorers, forts, weapons, battle-fields, rock inscriptions, edicts etc. There are models representing agriculture, means of transport, ornaments, costumes, paintings, sculpture, money, domesticated animals and so on.

Essentially making a model is an exercise in 'learning by doing'. With the use of clay, paper, Plaster of Paris etc., we can make different types of models which can have great appeal for students of history. Children in lower classes can make models of utensils, pottery, jewellry etc., with the aid of paper pulp, clay and other things.

There is great scope for teaching varied branches of history through models. For example, economic history is possible through such models that depict industries (cottage and modern), agricultural implements (ancient and modern), hunting models related to pre-historical times and so on. Social history can use models about living conditions in ancient times, life in Mohanjo Daro, costumes of men and women in different states or different scio-economic groups etc. Religious history models can be models of gods and goddesses, religious leaders, Ashoka's inscriptions etc. Political models can include models on great historical personalities, historical sites, relief map of India etc. Cultural models of historical value can be about great Indian writers at different stages of history, famous works of art and architecture and other allied things.

i) *Suggestions for making models about history of India :*

01. Historical coins can be made from Plaster of Paris or clay, which is an easy job even for smaller children.

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The cost of production is very low. These coins help to learn history from the source method.

02. Rock inscriptions, tablets recording land grants etc., can be made by pupils to understand history with a lot of realism.

03. Making models of utensils, ornaments, transport vehicles, huts etc., is a great fun for history students and it enthuses them to work very keenly.

04. Models regarding weapons and armours of different ages when prepared, should be displayed in the history room or history museum with suitable labels attached to them and placed at such places where human eyes catch them at once.

05. Small-sized models of historical personalities responsible for changing the course of Indian life politically, socially, religiously etc., should be made under the guidance of the history teacher and the school art teacher to make the models appealing. These models deserve to be put in exhibitions, displays and project work to prompt more and more history students to equally boost their learning in history.

06. Models on historical events like Jalianwalla Bagh, Battle of Palssey, I.N.A Trial in New Delhi etc., develop taste for history among students.

It should be remembered that no model should be taken as an isolated model, but it should be considered to have varied uses. The intention in model-making is to make history realistic.

ii *Merits of making models by a school:*

01. School models are made with definite aims to meet the particular requirements of the history course

02. Models made in schools are very cheap as compared to the model purchased from the market.

03. A regular preparation of models by a school will soon

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add to the number of models, which may even be used by the schools in the locality under "common school" programme.

04. Making models can be taken under project work in history. It is fundamentally based on the principle of collective learning and as such is of great interest to students, who soon master history learning.

05. Accurately-made models impress students through the medium of sight, and they begin to appreciate them as their cherished achievements.

We can conclude by saying that whether models are made or purchased from the market, they should be labelled properly and put at such places in the history room or history museum that every body's attention is drawn towards these. They should be accessible for display or discussion. Students should frequently be encouraged to create models to translate objects, ideas or concepts into concrete shapes. Last but not the least advantage of models is, that they are the most effective types of visual teaching aids used frequently in our schools.

06. *Pictures :* Pictures are of four types, namely, still pictures, motion pictures, films, and film slides. We use still pictures with the help of O.H.P. (Over head projector) to show drawings, photographs, coins, paper, money, maps, cartoons and many more things.

Motion pictures are better than still-pictures because by creating movement they put life into the subject and ensure continuity in the theme. These produce a realistic atmosphere with the aid of sound. These pictures are responsible for producing emotional effect on children helping them to understand various historical events.

Films are very useful for children. They include Documentary Films, News Reels, Short-term films etc., to depict social, economic, political and other aspects of human life. Lives of great personalities are also filmed to

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educate people in general and students in particular. Thomas A. Edison has said, "Films will serve as guide posts to the teacher-instruction books, not the books as guide to the films. Pupils learn from films everything... Films are inevitable to become practically the sole teaching method". Also, Bhalla reports, "we may not be able to accompany Tenzing Norkay to climb the Himalayas or visit the Pyramids in Egypt, but through motion pictures we can, 'visit' as well as 'accompany' . Not all of us can go to U.K. or U.S.A. or have an expedition to the Poles..., but we can see all these through the motion pictures vividly and clearly". Therefore, it is implied here that films can bring the element of realism into the classroom when children witness good films.

, let us all step into the new millennium with a vision that binds us all.

Film slides are composed of any number of individual pictures upto 100 or more printed on a roll of a film, 35 mm in width. Sometimes these slides are followed by titles, accompanied by written material and the recorded lecture.

There are many organizations in India which produce film slides for history teaching and these slides are properly

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titled. These prove useful for seeking knowledge of Indian history in a fascinating manner. Besides, the Children's Film Society, established in 1955, is producing wonderful films and are doing a great service to youngsters. It is affiliated to the International Centre of Films, Brussels, with help from the UNESCO.

To conclude we can say that pictures are realistic pieces of art, they dramatise various human situations, provide vitality to human emotions and develop attitudes of the audience who are young boys and girls from educational institutions. Films are very effective devices to communicate ideas and experiences to our classrooms. A film is also regarded as 'the great teacher' to educate the children mentally, physically and psychologically. Pictures and films are best tools for integrating the rising generation in our schools etc.

07. *Atlas* : When many maps are collected and bound together, we get an atlas, which is more useful than a map to locate freely a place or the geographical features of a place. It is very handy and can be used any time a student likes to observe some geographical or historical place or a fact, as directed by the history text-book.

To handle an atlas, a student should be taught about the use of index and how to understand the various projections on the maps. When this is known by a student, he is able to conduct his study of history without any help. A student's study kit is considered incomplete if it does not include a good printed and proper-sized atlas.

i) The use of atlas:

The students should be told that there are rivers, mountains, few historical places etc., in a place which the teacher may ask students to locate in the atlas. The students should be shown the index of all the names of big towns and cities, mountains, rivers etc., put alphabetically (like a dictionary) at the end of the last few pages. A student should first read the name of a place (say Calcutta) which he wants to find out on the map. The student should be

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shown that in front of Calcutta there is a page number along with its latitude and longitude. Then the student should be asked to locate the page and find Calcutta along with its latitude and longitude.

History maps are chronologically arranged in an atlas so as to cultivate a sense of historical development. In a history lesson, the atlas deserves minute attention and depth handling by children. To make them perfect, they should repeatedly be asked to locate different places on the atlas, and find out rivers, mountains, regions, and allied things connected with the history of a particular place. It is only with the help of maps that students learn to remember places, forests, rivers, mountains, regions etc., when they are given exercises to locate the same.

ii There are some of the famous historical atlases and allied material known to us which can be put to good use, and the same are given below:-

i) Philip's Wall Atlas of Modern History by Ramsay Muir and George Philip.

ii) Philip's Junior Historical Atlas.

iii) Philip's Historical Atlas—Medieval and Modern

iv) Manorama Knowledge Advanture 1999 (Interactive CD-ROM).

v) Childcraft World Book, Lotus Learning Network.

To conclude we can say that every school should possess atlases, and students should be encouraged to locate and mention the various historical places of importance on the outline maps. For younger students, field trips will do good if survey of a locality is to be done, and then the same is tabulated like a map in the blank maps supplied to children. In various school examinations, the study of Social Studies requires a full understanding of map work for which atlases serve a very useful purpose.

08. *Globes:* A globe is a 3-D (Three dimensional) representation of the earth by using a very small scale, so as to produce

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the idea of the spherical earth.

A map does not become useful to students unless a globe is used first. The globe is called 'the true map' representing the whole physical personality of the earth.

Globes have many advantages. A globe represents the whole of the earth which has been a stage for enacting various human dramas. The closeness of various parts of the earth to each other, is what globes ascertain. All wrong notions about the shape of a country, its size, neighbours etc., is what a globe clarifies. It is a symbol of inter-nationalism as it reflects the feelings of neighbourhood and closeness to each other's country, when the world of today is not divided by any natural barriers but the barriers made by man.

Newspapers, Journals and Magazines :

09. *Newspapers :* They provide latest supplementary information about new research in the field of history to seek information about excavations, new-found coins, literature, illustrations etc. In fact a good newspaper is a reservoir of resources and illustrations. Many times the information supplied by newspapers fulfils many missing links in our history books. The editorial, the slogans, the questions, the cartoons, various write-ups, pictures. etc., provide information and enlighten our students.

The current affairs discussed in a newspaper etc., stimulate the interest of student newspaper-readers. Many special issues of various newspapers bring out special numbers to bring alive the past and connect it with the present. In our country, many newspapers in different languages try their utmost to bring people nearer to each other to build a strong and united India.

Newspapers also prove as feeders for the scarp-books of history students to record and store important events of historical value.

10. *Dramatics:* It is already discussed in this book elsewhere, but let us briefly give some reference about it.

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Forebel regarded education as a process of 'making internal external'. He stressed such activities that would help children to unfold their inborn potentialities, greatly effected by dramatisation. Also, "It attempts to tell the story in more vivid manner than by word alone, and to enrich the appeal of the play through the addition of the pictorial element found in the movement of speaking characters across the stage"

A drama has great audio-visual appeal and provides a rich opportunity to learn history by following the process of 'learning by doing'. The dresses, the actions of actors and others, the stage-craft etc., have tremendous appeal to the senses of drama-watchers to get clear notions about a historical event staged in or outside the school.

There are various kinds of dramas, namely, full-length plays, pantomie, pageants, tableaux and puppetry to educate history students for dramamtisation of personalities, events, scenes etc. Young children fail to comprehend old history because of cultural gaps with the past. There is lack of vision on the part of teachers, but still, dramatics is the only answer to meet such challenges in their learning. The A.V. appeal of the dramas is beyond doubt very impressive for children in particular. But great care is to be exercised that a drama comes up to our expectations, and for this the history teacher has to play a very leading role to carry his team (students) to the expected levels of effectiveness.

11. *Charts:* Generally charts have two main categories namely, maps and graphs. We have six kinds of classified charts, i) Table charts, ii) Flow charts, iii) Geneological charts, iv) Relationship charts, v) Classification charts and vi) Chronological charts. But only three of them are important.

Table charts represent historical data in tabular form. The table gives a bird's eye view of facts at a singe glance. Here data is subjected to analysis under heads and sub-heads.

Flow charts show the organisational pattern and their functional relationship to each other. We have flow charts

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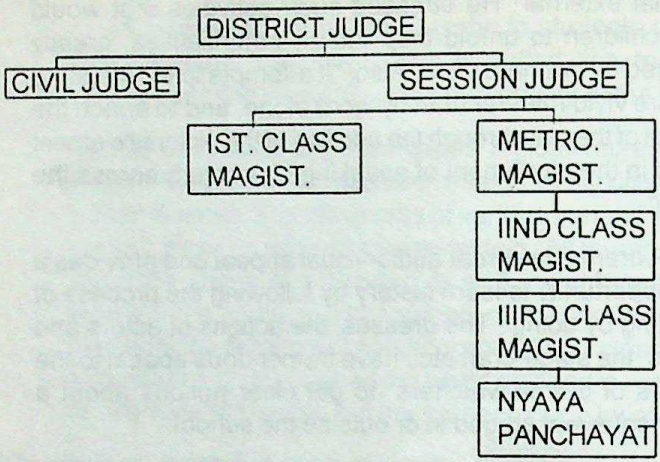
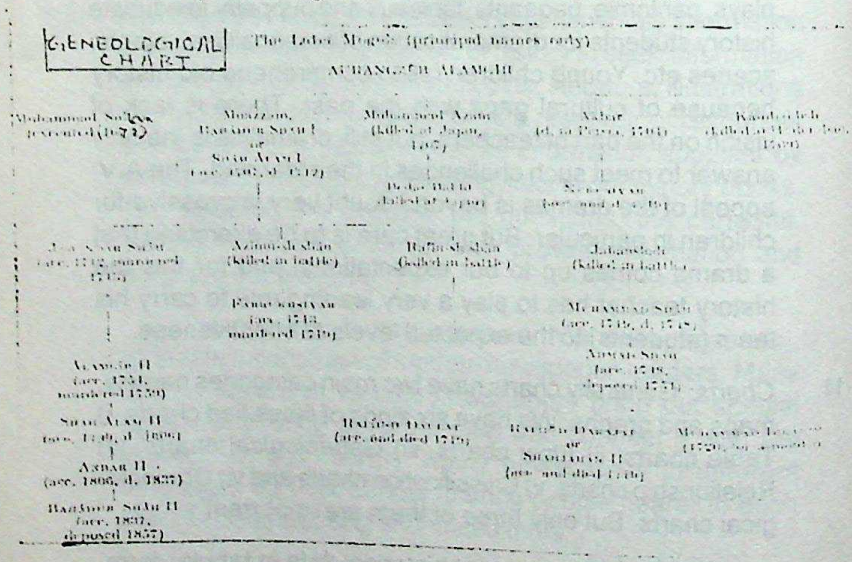
DISTRICT JUDICIAL ADMINISTRATION (FLOW CHART)



about dynasties, governments, administration etc.



Geneological charts signify the growth and development of an empire, a dynasty, historical facts etc. These charts help in reviewing historical topics etc. The flow chart can use circles, rectangles, straight lines, and other symbols to explain branching and developments at different stages.

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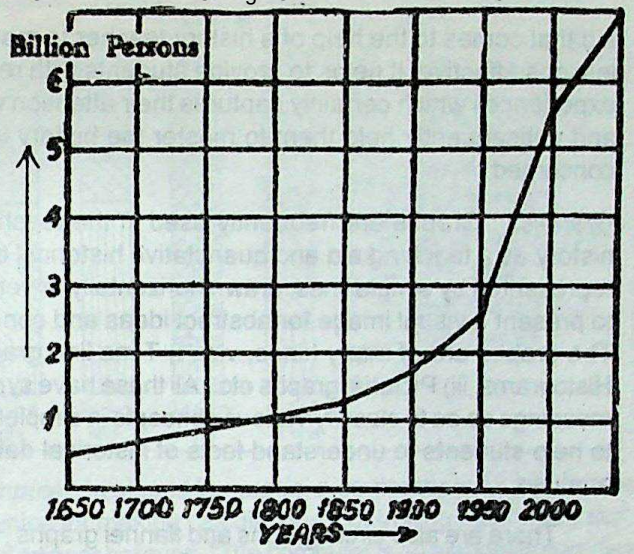

The Growth of World Population

12. *O.H.P. (Over Head Projector):* This is a technical device to project a picture over the head of the teacher (operator). We use a picture, map, diagram etc., on a sheet of the transparent material placed on a glass piece and the picture etc., appears magnified on the screen.

Merits of the O.H.P.

01. Enlargement of a diagram, a map, a sketch etc., is possible on the screen of the O.H.P.
02. The map, picture or a graph displayed on the screen can be freeze-framed for a long time till the question-answer session of the history class is over after delivering the lesson.
03. On the plastic sheet used in the O.H.P., the history teacher can draw diagrams, maps, designs, develop a lesson etc., projected on the screen to educate the students.
04. The O.H.P. can be used like a B.B. by the teacher to bring home history lessons to the class.
05. O.H.P. is a substitute for a B.B. and it can be used in place of a slide projector.

It can be concluded that O.H.P. is a teaching

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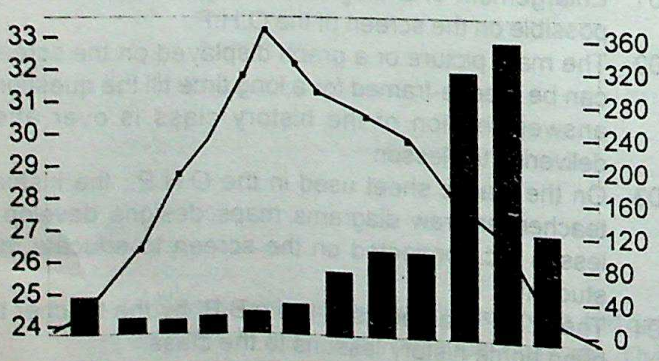
aid that comes to the help of a history teacher to make his lessons effective. It helps to provide students with realistic experiences which certainly captures their attention wholly and subsequently help them to master the history lesson concerned.

13. *Graphics* : Graphs are frequently used in the teaching of history as a teaching aid and quantitative historical data is represented by simple lines, drawn horizontally or vertically to present a visual image for abstract ideas and concepts. The graphs are of many kinds, viz., i) Time line graphs ii) Histograms, iii) Pictorial graphs etc., All these have symbolic meanings so as to classify various concepts in simpler ways to help students to understand facts of historical data and analysis.

There are also circle graphs and flannel graphs , which are used in history. In every case, graphs are symbolic and abstract in nature and should be made intelligent to students by using a lot of drill in making and interpreting graphs. A graph is essentially a summarizing device to interpret historical details, and are useful to build the body and summary of a lesson after the same has been dealt with from the main source of information.

Rainfall and Temperature of Chennai



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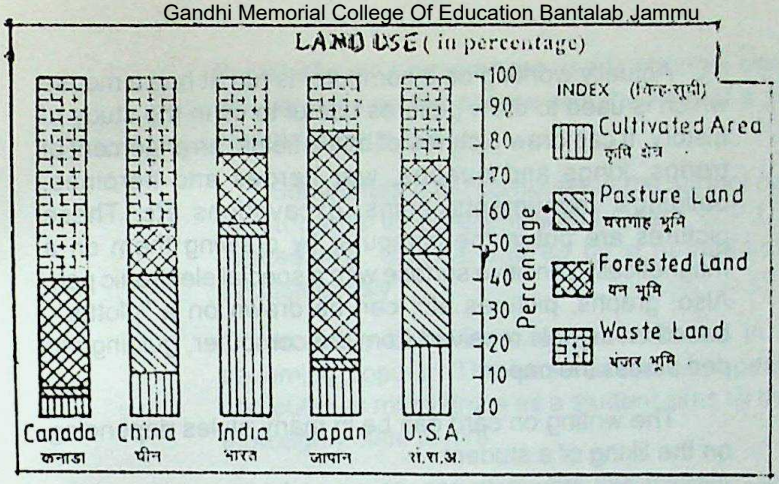
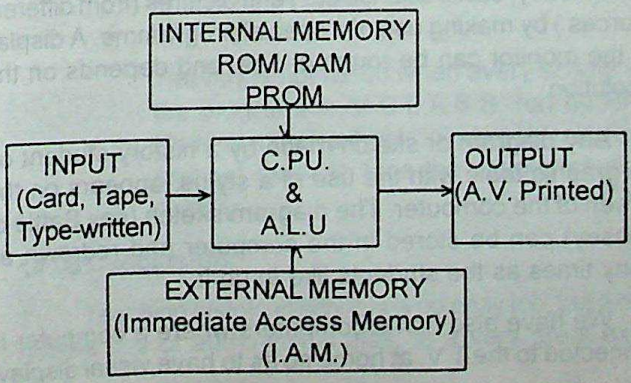


14. *Computer:* In simple language, a computer is an "electronic machine for making calculations, controlling machinery etc". But Kerlinger believes, "The computer is an elaborate complex of electronic hardware whose chief characteristics are tremendous speed, easy ability to do thousands of repetitive operations with a high degree of accuracy, flexibility, and what will here be called ducibility." V.K.Jain (Electronic Engineer) believes," Nowadays practically computer is a device which can process, store and retrieve miscellaneous information automatically, which may be audio, visual or linguistic type".

The simple sketch of a computer is given as follows where C.P.U,means Central Processing Unit, A.L.U. means Arithmetic and Logic Unit, R.O.M. means Read Only Memory, and R.A.M means Random Access Memory.



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Actually working on a computer is fun. It has a mouse which is used to draw pictures useful to us in the study of history. It can draw pictures of battle fields, arrangement of troops, kings and queens, war heroes and heroines, buildings, monuments, coins, excavations etc. These pictures are put in the computer by drawing them on a magnetically sensitive surface with a special electronic pen. Also, graphs, pictures etc; can be drawn on a "plotter " based on signals received from the computer, guiding the pen across the paper.

The writing on card can be in many styles depending on the liking of a student.

A "byte"—term used for information storage—can be about a king, his conquests, overall achievements and then his fall. A floppy can be used to store all the information on a computer. The floppy is preserved and used as many times as the student needs to.

For making graphs, there are many exotic devices where one of the oldest is the 'Light pen ' ,which has a photosensitive detector fixed on the pen-shaped holder. When the pen is put on the picture element of the cathode ray tube, it feels light and produces a pulse that is transmitted to the computer. So, by running the pen on the graph or the picture, the same is replicated on the monitor.

The monitor of a computer can be used to display charts (of various kinds), figures (import-export, population, rainfall) texts (history, social science etc.) and pictures (from different sources) by making use of a special programme. A display on the monitor can be rough or fine, and depends on the resolution.

Any diagram or sketch made by a history student on the graphic table with the use of a stylus, appears on the screen of the computer. The diagram/sketch (say Battle of Plassey) can be stored in the computer and redrawn as many times as the students like to do it.

We have also home computers where a computer is connected to the T.V. at home so as to have visual display.

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But whenever a programme needs change, one can even directly write on the screen with the help of a special pen meant for the purpose.

Sometimes a big computer in the school can be used by students in different ways. Here C.P.U. (Central Processing Unit) is shared by a number of students simultaneously.

In every case the use of computers in schools is becoming popular. The lessons can be repeated on the computer as many times as a student likes till the lesson is thoroughly clear to him.

A computer can also work like a 'brain' —the famous general knowledge game. Here a student has to press a particular key on a general knowledge tracer, and the answer will be displayed on the screen. We can also use computers for C.A. L. (Computer Assisted Learning) useful to students as well as teachers. It makes memorisation easy.

Drawing maps to show the extent of the Harappa culture, Neolithic culture, religious and social reforms movement, important centres of the revolt of 1857, centres of national movement (1885-1947) etc., is also done with the help of a computer. We can also draw synchronistic tables, geneological charts and so on for the convenience of history students. A microchip can be programmed to perform a particular job for history students. Even a robot can repeat a particular topic in history until it is understood by a student. All this is giving history learning a meaningful direction.

The day is not far off when every school will be covered by the programme of C.L.A.S.S. run by HRD Ministry, New Delhi for Indian schools to make learning easy and enjoyable and get ready to face the various challanges of the next century.

14.06 Conclusion:

Teaching history in schools is no easy job, but a resourceful teacher makes use of audio-visual aids, to a very great extent, which is the

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result of a long development.

The A.V. aids appeal to visual and auditory senses of the pupils to understand properly the subject (history) and develop their historical imagination. The A.V. aids serve as basic tools of learning history in a vivid form. The various advantages of the A.V. aids discussed in this chapter, are briefly explained below:-

01. They supplement the teaching of history and provide reinforcement for the learning of various historical ideas and concepts.
02. A.V. aids stimulate the imagination and sharpen the power of observation among students.
03. They provide relief from verbalism in history teaching, and subsequently assimilation of the subject is facilitated.
04. The A.V. aids encourage in-depth knowledge and variety in learning, helping students to enjoy their lessons on history.
05. The A.V. aids produce mental pictures in the minds of children and quicken the learning of history.

To conclude we can say that A.V. aids are not self-educative devices, but they are a tool in the hands of a promising history teacher, to use them as complementary methods. They help children in fulfilling their various aims of teaching history at different levels of schooling. Therefore, Kothari Report (1966) emphasised "The supply of teaching aids to every school is essential for the improvement of the quality of teaching. It should indeed bring about an educational revolution in the country".

Learning Assignment

01. Describe the importance of the A.V. aids in the teaching of history. Give examples.
02. Discuss Radio and T.V. as useful aids to make the teaching of history effective.
03. Write an essay on 'maps in history'.

    or

    Write notes on any two of the following:-
    i) Models ii) Atlases iii) Globe iv) Charts
04. Explain the use of dramatisation as a useful method of teaching history.

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"WE WERE ONE BILLION ON 15-08-'99"

So, **1**

Make it your favourite number!

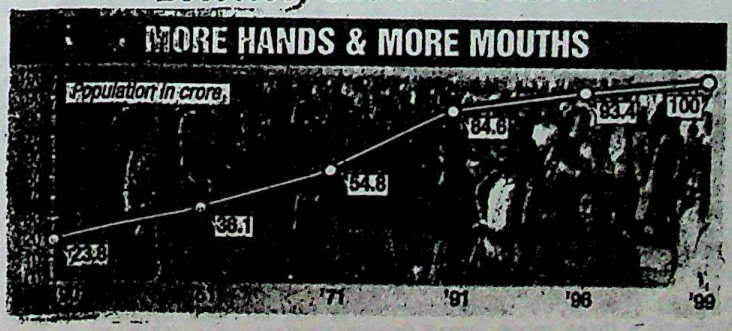
1 Country!

1 People!

1 Partner!

1 Child!

India, the No. 1 nation!



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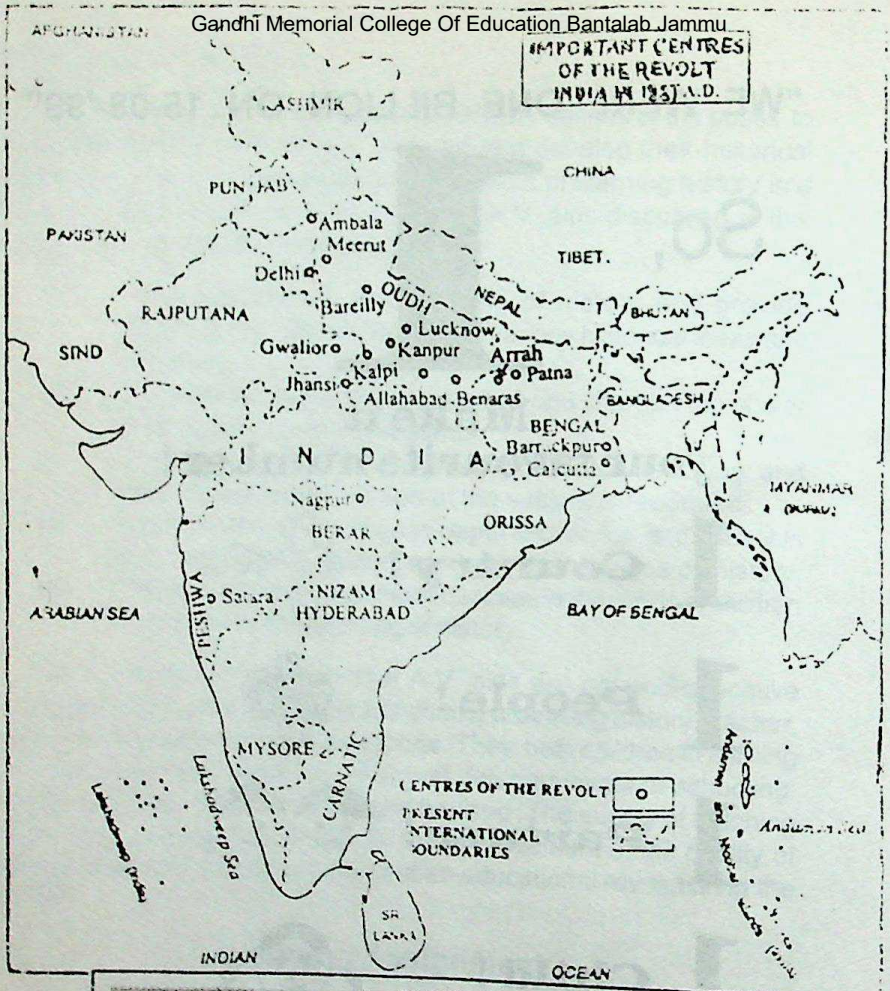

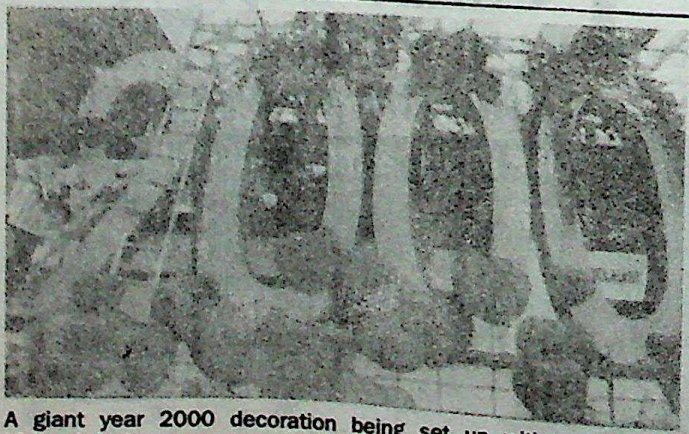

A giant year 2000 decoration being set up with symbols of Malaysia's three races, small flowers (Indian), rose (Malay) and dragon (Chinese), in Kuala Lumpur on Wednesday.

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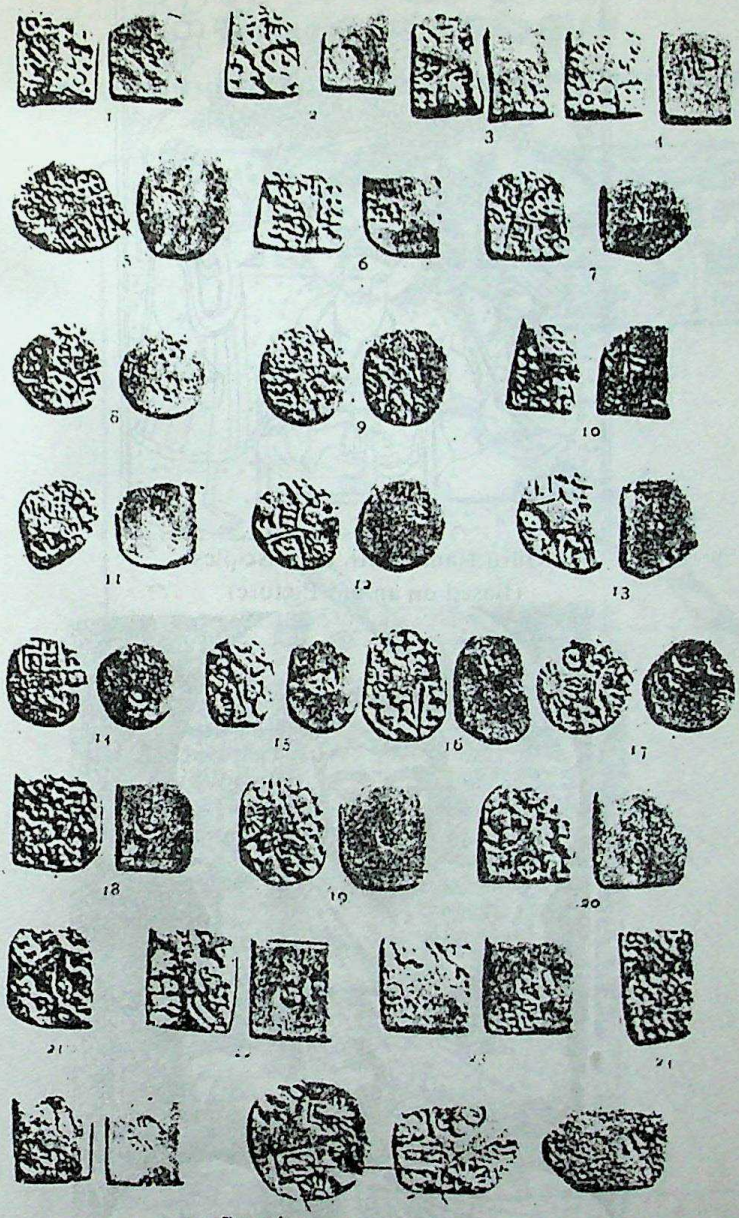

Punch-marked coins
These were some of the earliest coins used in India.

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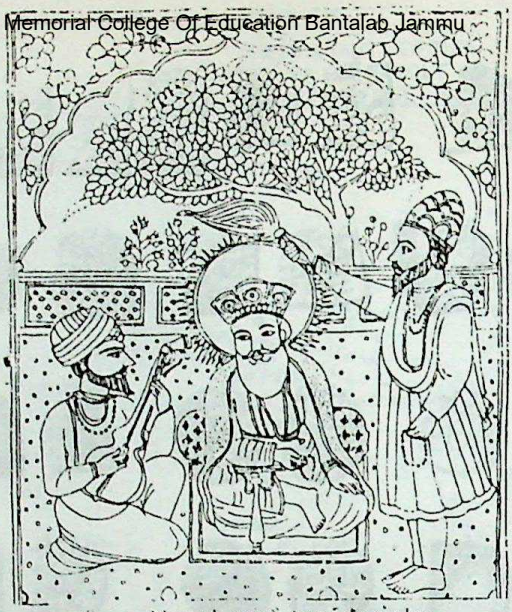

Guru Nanak with his Disciples
(Based on an old Picture)

The Buddha Preaching, Gandhara

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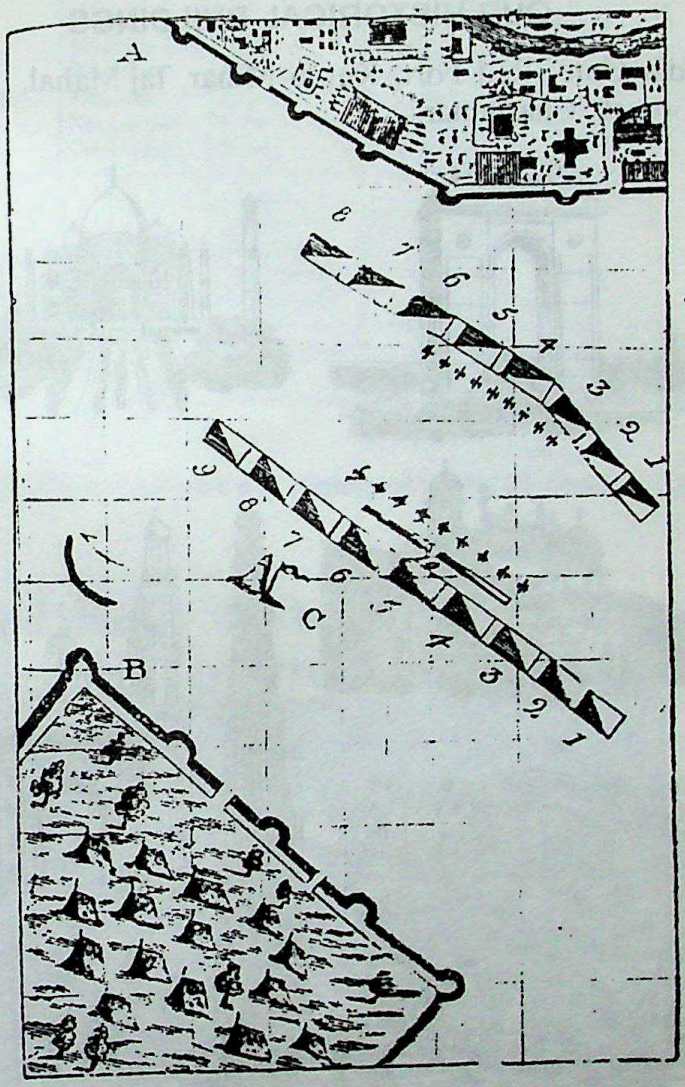
MARATAS V/S AHMAD SHAH

PLAN OF THE BATTLE OF PANIPUT (III) THIRD (1761) A.D.



INDEX A = PANIPAT TOWN & MARATHA CAMP.
B = THE DURRANI CAMP
C = THE DURRANI CAMP WITH AHMAD SHAH'S ADVANCED TENT.

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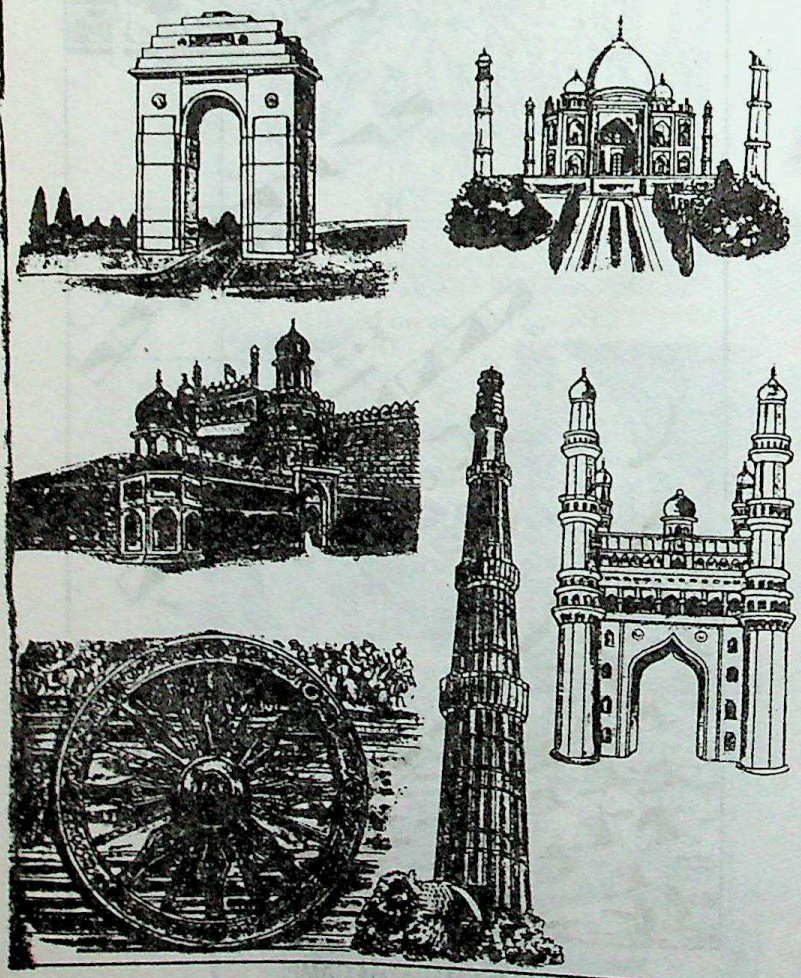
OUR HISTORICAL BUILDINGS

India Gate, Red Fort, Kutub Minar, Taj Mahal, Kornark, Charminar.



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PREHISTORIC MAN

Anthropological divisions	*Human types*	*Location of remains*	*Cranial capacity, cubic centimeters*	*Approximate date B.C.*
Paleolithic (Old Stone Age)	Peking	China	975	500,000
	Java ape man	Java	940	475,000
	Heidelberg	Germany	1,000	300,000
	Piltdown	England	1,300	125,000
	Neanderthal	France	1,600	100,000
	Cro-Magnon	France	1,600	30,000
Neolithic (New Stone Age)		Kitchen-middens (Denmark)		7,000
		Lake dwellers (Switzerland)		5,000
Bronze Age		Mesopotamia Egypt		Orient 4,000–1,800 Europe 2,000–1,000
Iron Age		Europe	1,450	Orient, 1,800 Europe, 1,000

Adapted from J.E.Swain's, A History of World Civilization–1986

Satavahana era Buddhist site found

AUGUST-99

PRECIOUS FIND: A crumbled stupa discovered at Kanaganahalli in Gulbarga district of Karnataka.

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"Political integration has already taken place to some extent, but what I am after is something much deeper than that—an emotional integration of the Indian people so that we might be welded into one nation and made into one strong national unit maintaining at the same time our wonderful diversity".

—Jawaharlal Nehru

Chapter 15

NATIONAL INTEGRATION THROUGH HISTORY TEACHING

15.01 Introduction:

To begin with, let us try to understand what we mean by a 'nation' and 'national'. The Oxford Guide to English Language (1984) defines a nation as "people of mainly common descent and history, usually inhabitating a particular country under one government", and naturally 'national' means 'common to a whole nation'. So, India is our nation but after independence and particularly in recent years, the very fabric of our nation is threatened by five enemies of the nation, namely, communalism, regionalism, casteism, lingualism and terrorism. Besides, corruption, political opportunism, 'dharnas', strikes, and many unpleasant things have raised their ugly heads. Breaking down of old values, patriotism, and fellow-feeling, and general disinterest in collective good are weighing heavily on the people. The young boys and girls is our educational institutions are lost to old set of values with this situation and they are faced with fears, suspicions and many wrong notions. All these factors go against the development of the feelings of national integration.

15.02 What is integration and national integration?:

Different experts think differently about integration and national integration of a country. Nehru while advocating the cause of national integration said that it was "not merely a political unity but a unity of mind and heart, which discards the urges which separate and disunite, and which breaks down the barriers which are raised in the name of religion, or between state and state, or in any other form... National integration and cohesion is a matter of vital importance today". But Clarke believes that integration is a subjective and individual process which "involves attitudinal change and removal of fears, hatred,

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suspicions, stereo types and supersitition".

Thus it is felt that integration is related to the attitudes of a person and these attitudes have to be modified to prove useful for the society in general.

Now let us turn to national integration and try to define it. The members of the National Integration Project in India observe that "National Integration means the realization of the basic unity of the country. It implies doing away with inter-state, inter- linguistic, inter- religious and inter- cultural differences and fostering a spirit of tolerance, respect and an appreciation of the view- point of those belonging to other states or other linguistic, religious and cultural groups". But Dorothy Thompson says, "National Integration is a feeling that binds the citizens of a country". R.C.Preston believes that "It means to inculcate knowledge of our country and respect for the best in our national environment, aspirations, and traditions and a wish to improve our country".

Keeping these definitions in view, we find that national integration is a process of integrating different nationalities or various social components of a nation into one whole, both mentally and emotionally, so that pepole's behaviour is modified to respect and love their country, where people with different faiths, beliefs, languages, regions, traditions, aspirations etc., all live within the territories of the country. Dr. S. Radhakrishnan warns that "National Integration cannot be built by bricks and mortar. It cannot be built by chisel or hammer. It has to grow silently in the minds and the hearts of men. The only process is the process of education".

15.03 Why national integration?:

India is passing through difficult times where fissiparous tendencies have started to endanger our hard- earned freedom. Therefore, there is great need to integrate the people of India through different ways and means. S. Radhakrishnan (politician- cum- thinker) has emphasised, "If India is to remain free, united and democratic, education should train people for unity and not localism, for democracy and not dictatorship". Dr. Sampuranand Committee in 1961 confessed that "one of the hardest problems before us today is the building up a national mind by curbing the religious, linguistic and communal conflicts which tend to disunite us". So, the Education Commission Report (1964-66) lays down that "Social and National integration is crucial to the creation of a strong

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united country, which is essential pre- condition for all progress".

From the afore-said remarks on national integration, it is evident that national integration for India is a pressing need, and the feeling of overall- oneness of the country as a whole is to be developed and encouraged. We all have to derive plenty of joy in Indian's progress and feel very upset when its existance as one nation is in danger. For the progress of a country, unity is the first requirement particularly in a pluristic society like ours. Therefore, every effort is to be made to create national unity, without which nothing worth-mentioning can be achieved. Harmony among people is to be developed and preserved at all levels and in all areas of human activity to the spirit of national integration.

15.04 What is emotional integration?:

Along with national integration goes emotional integration, which the Education Commission (1964-66) calls 'National Consciousness'. National integration is the foundation on which rests emotional integration. Emotional integration leads to intellectual integration, meant to integrate communities and cultures through a common cause, forgetting the differences of caste, creed, sex, region, religion, language etc. It has to be achieved by promoting better understanding and generating a strong faith in the future which we aspire to be wonderful and joyful. Tagore has observed, "Indian culture is a full- bloomed lotus in whose every petal flows the culture of different types, if one of the petals is distorted or remains underdeveloped, the beauty of the flower gets impaired".

15.05 Role of education in developing national integration:

After independence in 1947 education has undergone great changes. The Mudaliar Commission (1952-53) laid down that the task of education is developing democratic citizenship, improvement of vocational efficiency, education for leadership etc. The Education Commission (1964-66) recognised education as a powerful instrument of social, economic and cultural transformation necessary for the realisation of national goals, and to fight the prevalence of casteism, lingualism, communalism, religious antagonism, narrow patriotism and so on... education has to mould the thinking of people to arrest these tendencies".

The Committee on Emotional Integration records, "Education can play a vital role in strengthening emotional (and national) integration. It is felt that education... should develop all aspects of student's

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personality. It should broaden the outlook. foster a feeling of oneness and nationalism, and a spirit of sacrifice and tolerance so that narrow group interests are submerged in the large interests of the country"

15.06 Issues concerning national integration:

Under the present circumstances. the development of national integration in our schools, colleges and other educational institutions is of paramount importance for the teacher as well as the society. But there are some important issues connected with the achievement of national integration, and these are:-

i) The vastness of the country as a whole
ii) Ethno-social diversities
iii) Language issue
iv) Religious toleration
v) Regionalism
vi) Economic inequality etc.

Let us take each one briefly for discussion.

i) *Vastness of the country:* India is a very old country and has a vast territory. In ancient times India enjoyed geographical unity. The geographical unity lasted for nearly 40 centuries till India was partitioned in 1947. India has a large area with a population of one billion people, distributed unevenly. We have long boundaries touching the borders of Pakistan, China, Confederation of Independent States (C.I.S), Sri Lanka, Bangla Desh etc. We have vast resources in men and material, but they are also unevenly distributed. In recent years, external and internal enemies of the country have tried to undermine the unity of this vast country. So, we have to be vigilant to fight these enemies.

ii) *Various diversities:* We have made great progress after 1947, but this progress has not been a balanced one. The diversities in socio- economic conditions of people have become visible within the country as a whole and within the states too. This has led to tensions in the society in different parts of the country. The benefits of planning (Five Years Plans) have not reached all the people fairly, giving rise to bad tendencies dissatisfaction and inaffection. Thus, K.G.Saiyidain remarked "What is the good of all our education and political

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effort if we have not been able to establish fully the very first condition of civilized existence, viz., the capacity to live together peacefully and amicably?"

iii) *Language issue:* India being a multi-lingual country has at least 179 languages, 544 dialects, 1952 mother tongues-spoken among 15 accepted national languages. In recent years attempts have been made by language fanatics to create language tensions. Linguistic minorities are exploited by the enemies of the nation. Emotional Integration Committee, has stated, "It is necessary to ensure that in implementing any language policy, the rights of minorities are adequately protected".

iv) *Religious toleration:* H.G.Wells, the great scientist- historian has said, "More harm has been done in the name of religion, than in the name of social welfare". The 20th century India has witnessed exploitation of religion by the British for working out their plan of "Divide and rule". Since people have different religious faiths, the same have been exploited even after independence. We have to fight with full might to arrest the tendency of the lack of religious tolerance among different faiths. Educational institutions have to fight against the evils of religious intolerance by divising programmes aimed at achieving this objective. There is a ray of hope. It has recently been seen that strong control is exercised to combat religious intolerance and hatred against people with different religious beliefs.

v) *Regionalism:* Regionalism in recent years has raised its ugly head. Man- made barriers have been raised between different regions of the country. Politicians have their mind fixed on vote banks, and as such they in co- operation with their sychophants, resort to many unwanted methods to foment undesirable regional feelings. Education is to help the nation to counter- act the feelings and kill the germs of regionalism. No state or part of the country can thrive without seeking the help and co- operation of people in other places of the country. They have to understand that 'united we stand, divided we fall'.

vi) *Economic differenciation*: It is true that in India many states

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are economically more well off than many other states. Also, there is economic differenciation among different classes even within the states themselves. Educational, economic, geographical and other factors are responsible for economic differenciation in the country. So, a uniform programme of economic development is imperative to reduce this differenciation, often exploited by interested persons for their gains.

Thus from this discussion it follows that a teacher has to be well- posted with this whole background of the issues concerning national integration, and accordingly he has to adjust his methods, tools and strategies to reach the desired goal within a short span of time.

15.07 Promotion of national integration through study or the teaching of history:

History as a separate subject or as a part of social studies, enjoys as much importance as other subjects. It is often seen that it is history that can promote the feeling of oneness among students for whom the study of history is as important as, say the study of Mathematics, Science etc.The teaching of Indian history has great scope in understanding the various processes of evolution that shaped our society and promoting a sense of appreciation for the national heritage of our vast country. Besides, it helps to inspire youngsters with patriotic feelings. It is therefore desirable to present history of the country in such a manner that the fundamentals of our culture, which have assimilated cultures of many races, embraced many religions, absorbed many languages etc., are presented in the most transparent and un- biased manner. However, the following points explain the use of history for the promotion of national understanding among young learners:-

01. *New approach to history*: In modern times the very approach to writing history is very scientific in character. Bias, subjectivity and non- transparency is under control. The modern historical research emphasises authentic and factual knowledge. Historical gaps have considerably been filled in. Distortion of facts is not generally a present order. Everywhere the attempt is to understand India as a nation, where there is 'unity in diversity'.

After independence Indian historiography is written by

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Indians themselves, presenting true accounts. Monumental work has been done by the Bharitya Vidya Bhavan, and other similar organisations by writing Indian history and culture in volumes, which is the work of seasoned and competent historians, scholars and great teachers. Those days are gone when Dr. V.A.Smith's Oxford History of India was the last opinion on India, knowing that his writing was prejudicial at many places. But today the modern way of writing Indian history is quite fair and honest and so the chances of evolving the feeling of oneness are bright.

02. *Emphasise the composite culture of India:* While teaching history, a student learns about the ways of living of different communities, sects, regions, tribes etc., of our country, and he should be guided to develop a sympathetic attitude towards all of them. There has been lot of synthesis of cultures and yet they have not lost their individual identity even upto this day. Tolerance and objectivity should be the watch word to appreciate customs, traditions, habits, modes of thinking and behaviour of different socio-ethnic groups. It should be stressed how different religions, castes, creeds, ethnic groups, minorities, languages, etc., have contributed to the unification of the people of India at many critical moments in history. Great historical personalities like Akbar the Great, Ashoka the Great, Chandragupta Maurya and others have struggled hard to unify the people of India to work for her peace, progress and plenty, as far as possible, should be stressed. Nehru has declared, "I saw a thousand facets of this country of mine, in all their rich diversity and yet with the unifying impress of India upon them". Therefore, the history teacher should develop a sense of respect for different regions, languages, faiths and cultures to encourage national integration.

03. *Lay stress on all aspects of development:* The teacher must make it clear to his students that societal development is a product of various factors, namely, political, economic, religious, cultural etc., and these factors do not exist in isolation but are inter- linked. Before the coming of the N.C.E.R.T.,New Delhi books, the stress was on the "political account of the country to the total neglect of the other

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aspects of life". Today, the very approach to the teaching of history is quite scientific where students derive an all- round assessment of events etc. Today study of wars, stories about rulers and warriors etc., form a small part of history but the real focus is on people—their social, economic, political, religious and cultural life giving a correct assessment of the time under investigation or study. This provides a balanced view of history and helps a student to understand facts without bias or ill-will.

04. *Follow the method of link and balance:* The history teacher deserves to pay equal attention to various events and personalities in history. No undue importance should be attached to empire- builders, freedom fighters, heroes and rulers of a particular region etc., because it leads to imbalance. A proper balance is to be maintained by the teacher by giving equal weightage to other empire- builders, heroes and other personalities to equally glorify the developments in other parts or regions of the country. In every case a link between the various parts of the country is to be maintained to show that history is the story of man everywhere in the country and the rest of the world. This promotes a sense of involvement and the same serves as a means for promoting national integration.

05. *Contribution of text- books and allied reading material:* It is an admitted fact that text-books and other reading material help a lot to strengthen the bonds of national integration, but the history teacher concerned and the school as a whole should select proper reading material where there is no misrepresentation, prejudice etc., noticed. In fact text- books and the related reading material should be revised or reviewed from time to time to incorporate such topics for study that accelerate the process of integrating students drawn from different social stocks. Besides, remember what Rickman says, "Human life is not only meaningful, it is also articulate. It expresses its own meaning which we can understand", and it is to be used for bringing children nearer to each other, and here the proper kind of reading material is a great boon for students of history.

06. *Re- orientation of history curriculum:* It is felt that in order to

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give a better direction to the teaching of history for promoting national integration, it should be reoriented. For primary classes, poems, stories, folklore, national anthem, national songs and the like should be popularised to build feelings of patriotism. For the secondary classes, stress should be laid on encouraging language and literature, morals, and a number of chosen co- curricular activities to fulfil the needs of promoting national integration among pupils.

07. *Proper use of various terms and periods:* It is in good spirit to use suitable and scientific terms in history, but there should be no confusion about terms like race, foreigners, Muslim state, Hindu state etc. Likewise, division of history into periods for the sake of convenience may use periods like Hindu Period, Muslim period, British period etc., free from wrong notions attached to the periods. No prejudice or emotionalism should be involved in the terms and nomenclature of periods.

Dr. R.C.Majumdar says, "The contribution of different ages to the evolution of national history and culture, should be the main criterion of their relative importance", and we may use certain terms and apply periodisation without malice.

08. *Proper handling of centrifugal and centripetal forces in history:* For long there have been centrifugal forces at war with each other, and the same is reflected by the history of our country. History bears testimony to caste conflicts, religious clashes, regional disloyalties, linguistic differences, religious opposition etc., —all meant to weaken a nation. The child should be made to realise that for the collective good of the country, these forces have to be nipped in the bud as there have been anti- national tendencies. We need a cementing centripetal force to bring people nearer to each other; giving up our prejudices of language, religion, caste etc. It is true that never in our historical records, Indians have spoken one language, followed a single religion, followed common customs and dress, common thinking etc., but still we have lived in peace and harmony. Similarly, modern India needs to integrate people from all walks of life with due regard for

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differenations.

09. *Study history as a process of change:* History reflects social, change and how secular and democratic tradition of the country have been preserved inspite of various attempts to weaken it. History should be taught to seek co- operation and synthesis among people. The example of Akbar the Great, Ashoka the Great, Veer Shivajee, Tipu Sultan (Bharat Ki Shan), Guru Gobind Singh, Gandhi, Tagore and many numerous people have preached all Indians to be loyal, faithful, true and patriotic. Their sayings have more relevance today to fight against the attempts of creating dis- unity among us. It should be made clear to the generation of students that no region, sect, religion, language etc., is in anyway superior or inferior. All are equal. So, today we have to help youngsters to learn to be above petty jealousies, weaknesses and differences in the larger interest of national integration.

10. *The role of the teacher:* The teacher, particularly the history teacher, is to function as a catalytic agent to unify his students, through his personal example. It is said, "As is the teacher, so is the school". It is on the teacher that the success or the failure of any programme depends. He is a 'model' before his students and he should be above communalism, lingualism, regionalism, casteism etc. All his actions should be non-partisan. He is like a burning lamp who has to spread light of knowledge, patriotism, integration, tolerance, fellow-feeling, sympathy, love and regard to foster "a feeling that the country and its resources belong to the citizens (who are present students) who thereby acquire certain rights and privileges along with corresponding duties and responsibilities", for building bridges of better understanding and cohesion among all Indians.

11. *Follow certain activities:* There are following activities which promote feelings of oneness and closeness among school children:-

    a. *Singing national anthem :* Every school should sing the national anthem every working day with attention, care and discipline. The very meaning of the national

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anthem should be made clear to the students, and it should be sung collectively by the students and teachers.

b. *Taking pledge* : Each student should take the pledge during each term of the school year, to dedicate himself to the service of India and Indians. The pledge is like this:-

India is my country and I am proud of its rich and varied heritage. I should always strive to be worthy of it.

I shall give my parents, teachers and all elders respect and treat every one with courtesy.

I shall be kind to animals

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

c. *Student and teacher exchange:* The practice of sending students from one state/region to another state/region, provides ample scope to understand the culture of other places and reduce their own misgivings, if any. In the same way, teachers should be encouraged to go to other states on deputation for a period of two or three years to be exposed to different cultures for encouraging national integration. It is equally suggested to recruit teachers from different sections of society to take further the cause of bringing students nearer to each other.

d. *Display educational and other documentaries:* The schools with the help of their 16 MM projector sets can easily display such related educational and other documentary films that promote an environment of better understanding.

e. *Dramatisation:* In history dramatisation has a special role to play in bringing students nearer to each other. Open-air theatre may be used to dramatise non-Muslim events in Hindu regions or areas, and non-Hindu events in Muslim regions or areas etc., with proper care and

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effort to register favourable effects on the audience.

f. *Running school projects:* History offers lot of opportunity to work on projects related to "India's Freedom Movement" (different periods), Gandhi- the Father of Nation, Nav-Ratans (Nine Jewels of Akbar's Court). How Indian Parliament works, contribution of any local/ national hero, Jaliwalla Bagh Tragedy (April 13, 1919) and so on with the active co-operation of the students and the history teacher. Such projects sow the seeds of good-will and fellow-feeling.

g. *Grant of awards to students and teachers:* Financial and other grants as awards for teachers should be provided to those who write quality essays to encourage the feelings of national and emotional integration in the schools and the society at large. Students should also be prompted to do the same.

h. *Celebrating national and other important days :* Nationally important days like the 15th August, the 26th January, the 2nd October etc., alongwith X-mas, Holi, Gurpurab, Diwali, Eid, Mahavir Jayanti, Budh Purnima, and the like should be celebrated in schools where students of different faiths should be encouraged to take active part in the celebration of these important days. The parents and the local people should also be invited to visit on these occasions to grace the celebrations.

i. *Holding exhibitions, seminars and consciousness programmes* : The work of a school to encourage national integration becomes easy by holding exhibitions, seminars and consciousness programmes where the services of experts, teachers and local intelligentsia can be employed to make programmes a great success.

j. *Respecting the national flag :* The story of the national flag should be brought home to students so that they learn to respect the national flag, for whose honour innumerable people have laid their lives, both in civil and defence life.

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k. *Arranging Bharat Darshan etc.*: The Bharat Darshan programmes to historical places of other regions etc., explode many myths and wrong notions among students, unable to examine places, but made possible through varied programmes to groom them for developing a feeling of oneness and integration among themselves.

15.08 Conclusion:

From the afore-mentioned points, it can be said that national integration can be fostered among our students if we adopt various steps and methods mentioned so far. A common approach to religion, language, region, caste, creed, sex, community etc., can slowly be generated by our broad-minded role and handling wisely situations, topics and activities in and outside the school. Composite culture of India, geographical unity, economic- independence, sacredness of motherland etc., should be emphasised to get desired results. So, Dr. R. Vajreshwari writes, "the latent strength of India lies in the great reverence for the ideas and ideals of Indian culture, the underlying unity that sums through the variety of beliefs, languages, customs and habits, the deep and unshaken emoticnal resources from which the people derive inspiration and single-mindedness in the pursuit of liberty and humanity".

Learning Assignment

01. Give a programme of creating national understanding through the teaching of history in our schools.

02. Why is national integration a burring need of our country today? Discuss.

03. What are the various hurdles in the path of national integration in our country? Explain.

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"Inspite of tremondous development in the field of knowledge and communication... we live today in mutual distrust and enmity. A single erratic, unwise decision can trigger off a catastrophe for the whole human race, the security against this is the development of international understanding and the idea of world citizenship".

— An N.C.E.R.T.,New Delhi book.

Chapter 16

INTERNATIONAL UNDERSTANDING THROUGH HISTORY TEACHING

16.01 Introduction:

The 20th century, particularly the second half of the century, has witnessed rapid progress in science and technology. Distances have been reduced, time has considerably been saved, developments in communication system has been very fast and the era of cold war is over. But still people on the surface of the globe are not free from the fear of other countries, engaged in spending more and more on destructive arms- development programmes to control greater parts of the world. The domination of the developed countries (30% world population) over the developing countries (70% of total world population) in one form or the other, is an un- ending tale of differentiation in the very quality of human life and existence. K.G.Saiyidain has remarked, "...the explosion of knowledge has overflown the boundaries of knowledge and entered imperiously into our everyday life, group behaviour and our international relationships".

16.02. Need for international understanding:

The world of today is a very complex world. It has unfortunately become a uni- polar world where only one rich and powerful country tries to be the "Policeman of the world", after the recent breaking up of the old Soviet Union. Even at closer ranges, the N.A.T.O. bombards poor Kosovo, one country crosses the L.O.C.(Line of control) of the other country without reason; hatred among nations, spending more and more on nuclear weapons, inability among nations to compromise on many vital issues of peace and goodwill, and many more facts go to show that there is immediate and extremely great need to save the

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present world from destruction due to chemical warfare and other misfortunes that follow all wars and strife between nations. Dr. Radhakrishnan said, "It is essential for us not to live apart, but to live together, understanding one another's fears and enmities, aspirations and thoughts. We must work for racial harmony. We may be Germans, we may be Americans, we may be Russians, but we are essentially human beings. Let us not over- look that fundamental fact. Let us learn to live in a world community."

The Mudaliar Commission(1952-53) records, "Patriotism is not enough, world mindedness is necessary".

Sh. P.N.Kirpal(1964) pleaded for "peacefully living together or peaceful co- existence...It implies that tensions exist, they are to be removed, which must be done in peaceful co- existence".

The Indian Constitution under Article 51 lays down that the State shall endeavour to:-

"(a) promote international peace and security;

(b) maintain just and honourable relations between nations,

(c) foster respect for international law and treaty obligations in the dealings of organised peoples with one another; and

(d) encourage settlement of international disputes by arbitration;"

From all these references, it is evident that children— the future generation—in our schools must be made to understand the diversity and cultural pluralism that exists in the world today. Gradually they should realise the hierarchy of different loyalties, where there is need to subordinate our loyalties for the sake of the good of enormous population inhabiting the present world.

16.03 Why international understanding?:

There are strong argumentis to support the promotion of international understanding among our youth who have a greater justification for enjoying happiness, dignity, justice, freedom and above all, a good quality of life. Let us, therefore, point out various reasons for promoting international understanding:-

01. *To counter all the feelings of narrow nationalism:* Narrow

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nationalism rests on the belief "my country right or wrong, is superior to other countries" was previously followed by Germany, Italy and other countries, with the result that there were very fatal results of this philosophy. Hitler's indoctrination even recommended for Germans, "Germany is the best nation in the world... A German is born to rule and not to be ruled". In today's world also, there are illogical slogans given to fragment this world, but public awareness about the negative effects of this evil, forces them to build bridges of international understanding through school curriculum and other general activities. Broad patriotism is needed to develop international understanding, goodwill, co- operation and friendship.

02. *To develop closer relationship among the peoples of the present world:* It is increasingly felt to bring humanity closer to each other "Since wars begin in the minds of men, it is in the minds of men that the defences of peace should be built". Thus mass media is used as a powerful means to closely knit the peoples existing on the globe, where scientific inventions and discoveries have reduced various barriers of time, space and isolation among nations.

03. *Lay Stress on how different nations depend on each other:* It is a truism that no nation in present world can generally exist without seeking help from other nations. We are dependent on other countries for markets, raw material, trade and commerce, technical know-how and so on. In fact international monetary system and its operations do influence almost all nations. So, every time this inter-dependence should be emphasised among children so that they realise the urgency of having better relations among nations. Nehru declared at the Geneva Peace Conference, "The choice before the world today is peaceful co-existence, or non- existence at all".

04. *Promotion of mutual understanding among the people all over the world:* If we carefully survey the pages of history, we will find that in the past there was never total isolation among nations. So in today's world, it is all the more very necessary to bring peoples closer to one another.

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05. *Strengthen the feelings of tolerance and peace:* Both nationally and internationally much harm is done by intolerance and prejudice. Besides, battles and wars bring untold misery to the people everywhere in the shape of the death of soldiers, civilians, men and women, young and old persons without discrimination. The great achievements of generations of effort, are reduced to dust by wars. Therefore, it is necessary to promote tolerance among young boys and girls, and to create aversion for war in their minds and hearts.

06. *Help children to appreciate truth and avoid subjectivity in interpretation:* Great injustice is done to the cause of international understanding when history is wrongly presented, and where truth gets clouded. Also, the subjectivity of interpreting historical events leads to misunderstanding. The youngsters, because of their age, are often sometimes mislead by subjective interpretations. Therefore, childhood, being the most impressionable period, demands presentation and then appreciation of truth and truth alone, to promote objectivity in analysis and interpretation of history.

07. *Help children in their adjustment with human consciousness:* The great surge of industrialisation forces children to see how best they can adjust with the changing scenario where their consciousness plays a leading role to promote international understanding. Dr. S.Radhakrishnan states, "we need today an adjustment of the human consciousness of the nuclear age in which we live. It is now conceivable that the human race may put an end to itself by nuclear warfare or preparations for it. Thus, if it happens, will be the result of the failure or man's consciousness to adjust itself to the technological revolution".

08. *Promotion of democratic ideals:* More and more nations in the world are becoming free nations and the cherished goals of democracy are being achieved and protected in many parts of the world. Recently the concept of 'one world' has become a watchword of gloal existence to improve the quality of life for one and all over the world by trying to

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provide equal opportunities for all to ensure betterment of humanity as a whole. Therefore, it is very necessary to equip our younger generation with democratic ideals for the sake of accelerating international understanding.

09. *Encouragement of art and literature:* Art and literature are two powerful tools to create better understanding among the people of different countries. K.G.Saiyidain has stated, "There can neither be health, nor economic prosperity, nor the leisured pursuit of art and literature and culture in a world that is either plunged in or overshadowed by war" or other distractions. Therefore, it is advantageous to use art and literature as a means of international understanding and thus conduct painting and literary competitions to involve the younger generation to project what they think through their writings etc., for the promotion of peace and goodwill among nations.

16.04 Ways and means to create world understanding:

a) *Celebration of those days which have global significance:* These include the celebration of the birthdays of great men and women drawn from different countries so as to educate our own children. Impress it on children that for example, what Gandhi was to India, Washington was to America. Also, celebrate days like International Year of the Girl Child, Children's Day, International Peace Day, International Year of the Elderly People etc. The special days like American Day, Russian Day, Germany Day, France Day etc., need to be celebrated in schools followed by respective film shows, lectures, exhibitions etc., to make these more effective means of international understanding.

b) *International camps for students and teachers:* In modern days there are International Camps held in different countries where children and youth are brought to live together for two weeks to learn about the socio- economic achievements and cultural contribution of other countries so as to build bridges of international friendship and goodwill.

c) *Develop love and liking for building a better world:* This

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can be done by encouraging students to have pen-friendship with students in other countries. Also, as the U.N.E.S.C.O. suggests, "Extracts from the works of writers such as Dickens, Gorky, Tolstosy, Tagore and Ibsen can be used to illustrate stages in social progress in the struggle for human rights in other domains".

d) *Rich role of the UNESCO:* The U.N.E.S.C.O. is involved in strengthening international understanding in many ways all over the world. One such way is providing a special room or set of rooms in selected schools in India and other countries, where literature on the contribution of other countries for the good of mankind is provided in pictures, booklets, films, CD-ROM and other effective means to educate students about the growing need for mutual understanding in the world. Besides, in 1956 the U.N.E.S.C.O. launched a major project titled "Mutual Appreciation of Eastern and Western Values" to educate East and West through many new history books, synthesising different view points so as to seek truth, and a balanced view of the people inhabiting the world.

e) *Up-date the curriculum for international understanding:* This is to seek the help of a well-framed curriculum, stressing transparent knowledge and information, developing positive attitudes, promoting desirable interests, presenting history and culture without prejudice etc.,—this is sure to bring students globally nearer to each other. Subjects like science, mathematics, geography, civics, language and literature etc., should be presented judiciously to promote better understanding among students about the people in other countries. The universal appeal hidden in various school subjects deserves to be geared in such a way that students gradually develop a proper liking for international concord and amity.

f) *Organise exhibitions, toy fairs and the like in schools:* This helps to project social, economic, political and cultural life in different parts of the world. Collection for exhibitions and displaying foreign toys (preferably educational) by the school students is a great activity aimed at producing better

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citizens having sympathy for people in other countries.

g) *Suitably selected Radio and T.V. programmes:* When related to foreign lands, these provide a stock of information to educate the younger generation about the people living elsewhere in the world. It leaves a positive impression on the minds of younger people to abhor political, racial and other barriers to feel the need of bringing people globally nearer to each other.

h) *Develop the habit of reading newspapers, journals and magazines carrying foreign news* : In these days of knowledge explosion, students should be motivated to read more and more from the newspapers and allied reading material about the progress, achievements and contribution of people in foreign lands towards the betterment of mankind everywhere in the world. This widens the understanding of students and brings them closer in understanding foreign countries.

i) *Preparing scrap- books containing information about other countries:* Just as stamp or coin collection is a hobby with many students, in the same way collecting suitable scraps from different magazines, newspapers, journals, pen-friendship letters, booklets etc., should be encouraged among students so that they have adequate information about different countries for the sake of promoting a feeling of love and friendship for people in other countries.

j) *Participation in international book fairs*: Whenever international book fairs are conducted by big publishing houses in your city, it provides a golden chance to take children to these fairs to expose them to various master-pieces of art, literature, fiction, science etc., presented in books and allied reading material, meant for sale. Encourage students to purchase some good master- pieces so as to seek international understanding and awareness.

k) *Establishing school museum*: A history teacher should be resourceful to collect various curios (with brief outlines recorded on each) from different countries, and preserve them in the history museum of the school. More collections

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may be received through different international agencies to strengthen the museum for the sake of helping students to appreciate the worth of people who belong to different countries, and accelerate the process of better understanding among children.

l) *The biographies of great persons*: Great people from different countries have struggled hard to preserve international peace and friendship by dedicating themselves to various human causes. Certain portions from their biographies should be read out and discussed with the children when occasions arise because "Lives of great men all remind us, we can make our lives sublime". This is a tonic for promotion of international brotherhood and sympathy among the youth in our educational institutions.

m) *Conduct mock sessions of the U.N. and dramatise certain selected events*: The very preparation of a mock show and a drama has its vitalising effect on young boys and girls as they need to globalise these efforts. It will encourage students to work for international brotherhood.

n) *Arranging interviews with foreign dignitaries and visiting children*: Often educationists, scientists, thinkers, students and famous persons go from one country to another on goodwill missions. Make maximum use of arranging a talk or an interview with some of these foreign dignitaries in your surrounding. This may be done for a selected number of students, so that they have first- hand information with them in order to think and act for global peace, friendship and co-operation, necessary for international understanding. Even children from different countries, who visit India under different programmes, can have a rich face-to-face interaction with our students, when plans are drawn for a short meet and exchange of ideas. This will be more effective for better understandind among our students to enrich the programme of international understanding.

o) *Exchanging greeting cards*: Students should be helped to select their pen- friends from different countries so that they exchange greeting cards with them to highlight the

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importance of various national days dearer to each other's country. This is also a step in the right direction.

p) *The role of history teacher*: Last but not the least important is the role of history teacher in promoting international understanding. There are many wrong notions, and sometimes 'no notions' among children about foreign lands and their people. For instance, the "British are all children of perfidious Albion" and they have been extremely cruel to us during their long rule in India, "the Chinese are cruel and secretive", the "Dutchmen are stolid" and so on, are all based on prejudices and distortions. It is a history teacher's job to educate his students objectively that be they Americans, Russians, Japanese, English, French or any one else, they are all children of God, and there are few people who do unpleasant things, but that never means that the nations they represent are bad as a whole. Human nature is same everywhere, but it is education that dignifies men and women into nobler people, who bring joy and happiness to the people on the earth, through their co-operation, justice, love, friendship, goodwill etc. In this way the teacher should remove wrong notions or the influence of false propaganda to build a better understanding.

A successful teacher finds it easy to encourage the process of good international understanding among his students as he commands respect and lives in the hearts of his students. So, the history teacher is the most influencial person to create strong bridges of rich international understanding among his students whom he teaches Indian History in the perspective of World History. He glorifies world civilizations; Afro- Asian contacts; peace-keeping attempts in Palestine, Kosovo and Indian sub-continent; role of the UN and many allied organisations to create international awareness and understanding.

16.05 Conclusion:

The second half of the 20th century has brought about fantastic scientific and technological advancement. Time, space and money has been saved by the un-precedented inventions and discoveries of

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very recent origin. There is explosion of knowledge influencing group behaviour and our international relationships. But in spite of "tremendous development in the fields of knowledge and communication... A single erratic, unwise decision can trigger off a catastrophe for the whole human race, the security against this, is the development of international understanding and the idea of world citizenship". There are various causes for international conflicts and disagreements, and the fundamental causes of war are "pugnacity, intolerance and exploitation". So, there is a very strong need to promote international understanding and friendship among the people on the surface of the earth. A number of suggestions have been made in this chapter to encourage international peace and better understanding through the teaching of history among our young boys and girls -- the future of mankind. Various school programmes have been suggested, together with the role of the history teacher, to create the defences of peace in the minds of young pupils.

Learning Assignment.

01. Why is there increasing need for international understanding in the world today? Discuss.

02. What are the various ways and means to promote international understanding among our youth through the teaching of history? Discuss.

03. What is the role of history teacher in promoting international understanding? Explain.

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"Evaluation is a continuous process. It forms an integral part of the total system of education, and is intimately related to total educational objectives...helps not only to measure educational achievements, but all to improve it".

—Dr. D. S. Kothari

Chapter 17

EVALUATION IN HISTORY

17.01 Why evaluation?:

Evaluation of teaching-learning process in all subjects, including history, is sine qua non of education. It takes place in order to put 'value upon or to judge its instructional process'. Ebel and Frisbie believe that evaluation is necessary because it makes a "judgement about the quality or worth of something— an educational programme, workers performance or proficiency, or student attainment. When we evaluate student's achievements, employees productivity...in each case the goal is not simply to describe what the students, employees...can do. Instead we seek answers to such questions as: How good is the level of achievement? How good is the performance? Have they learnt enough? Is their work good enough?" All this is done to seek information to shape our corresponding decisions in order to improve learning.

The essential hall-mark of all good teaching is, an inbuilt system of evaluation to assess instructional programmes. How learning experiences have changed the behaviour of learners under-going history instructions, is what historical evaluation intends to assess. To what extent educational aims and objectives of the subject have been attained, is also brought before us. Thus a sincere teacher is always eager to know the effectiveness or ineffectiveness of his teaching, with the hope of making necessary changes in his daily programme of teaching process.

From these points it is evident that evaluation is necessary in the teaching of history for the following reasons:-

01. It carefully tests to what extent learning objectives have been fulfilled.
02. It diagnoses instructional practice to locate its weakness.
03. It provides empirical proof to know the effectiveness of

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teaching aids, tactics and strategies used, and subsequently suggests some modifications for improvement.

04. Both teachers and students get feedback and a student gets reinforcement in his learning.

05. It finally helps in developing a broad-based criterion test, which has a leading role to play, in the process of teaching-learning.

From a broader perspective, evaluation is like a barometer which measures curriculum so as to i) provide an intelligent guidance to improve the teaching-learning process, ii) seek better co-operation from parents and locality, iii) get an objective record of a learner's progress, and accordingly frame an effective curriculum to suit student requirements. All these facts further justify the need for evaluation in educational process.

17.02 What is evaluation?

The term 'evaluation' is visualised in different ways by different experts. To Dr. D.S. Kothari, "Evaluation is a continuous process. It forms an integral part of the total system of education, and is intimately related to the total educational objectives. It exercises a great influence on the pupil's study habits and the teacher's methods of instruction, and thus helps not only to measure educational achievement, but also to improve it". Quillen and Huna define evaluation as "the process of gathering and interpreting evidences on changes in behaviour of the students as they progress through school". E.B. Wesley takes evaluation as an all-inclusive concept by saying that it "indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of desired outcomes. It is a compound of objective evidence and observation. It is the total and final estimate. It is a valuable and indispensable guide to modifications of policies and further actions".

As a matter of fact the term 'evaluation' is always taken in a broader sense. It is not simply concerned with a student's achievement in various curricular and co-curricular activities, but the multifold activities of students and teachers are evaluated, both quantitatively and qualitatively. We evaluate student's performance, and it is not simply limited to the cognitive field but it includes psychomotor field also. The complete change of behaviour of a student is subjected to evaluation. From history-learning point of view, the whole change in behaviour of the student is the focus of attention.

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17.03 Difference between measurement and evaluation:

It is necessary to differentiate the meanings of the two terms because sometimes 'evaluation' is taken to be synonymous with 'measurement'.

Ross observes, "From birth to death almost every aspect of our daily lives is touched by measurement in its numerous forms". For instance, measurements are made with the help of meters, tapes, thermometers, watches etc., to help us to play our part properly. Here we assign 'numbers', but there is no room for 'value ju 'gements' about the numbers, In fact measurement describes the extent of certain abilities of people (including pupils). But is it possible to assess all the outcomes of our teaching work with measurement?

On analysis we establish that "the two terms distinguish 'evaluation as qualitative description of pupil behaviour', that is, anecdotal records of behaviour from 'measurement', which are quantitative descriptions e.g., test resources". So, 'evaluation' is a wider term and 'measurement' is limited to only quantitative descriptions of pupils. When we say that student 'A' has got 40 out of 50 marks in history, it is measurement, but when we say that student 'A' has made good progress in history, it is evaluation. Therefore, James B. Bradfield observes, "Measurement is the process of assigning symbols to dimensions of phenomena in order to characterise the status of a phenomena as precisely as possible.

At the school level we are mostly given to find out the extent to which the various instructional objectives have been attained, and it includes qualitative and quantitative estimates. For this reason evaluation is our best guide. It guides students, teachers, parents, school administration, locality etc., to take the right course of action accordingly in the interest of education.

17.04 Purpose of evaluation:

01. *Motivates and directs:* Basically evaluation process motivates and gives direction to the teaching-learning work. It can find out the limit and the rate of a student's progress in the light of the objectives set for teaching history. Thus James M. Lee opines, "the chief purpose of evaluation is to guide and further the student's learning to assist in his

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progress towards the truth. Evaluation is thus positive rather than a negative process".

02. *Aids learning:* It aids learning to make it effective. If evaluation is broad-based and modernised, it encourages a deep and wider process of attainment of students to foster skills, knowledge, attitudes, habits etc., besides it offers them better exposure.

03. *Exposes weaknesses:* Evaluation exposes various weaknesses and difficulties faced by learners in the learning of history, Subsequently teachers provide varied remedial measures to meet individual needs of the learners.

04. *Both students and teachers are benefited:* Both, teachers and students are benefited by an effective programme of evaluation. Both understand the quality and value of achievement, and in turn required improvements are made in the teaching-learning process.

05. *An eye-opener:* It helps to know to what extent the set objectives have been achieved by the teacher. So, it is an eye-opening process to know the limit of a teacher's success or failure in attaining specific objectives in history.

06. *Parents co-operation sought:* Instruction receives an incentive to an effective scheme of evaluation. Teachers, head of the institution, parents and the local community get a lot of information about the learners of history, and evaluation enthuses them to extend rich co-operation to the school.

07. *Guides to change curriculum:* Evaluation results serve as guidelines to improve upon the curriculum, and bring it nearer to the fast-changing society around us. Therefore, new advances in the subject are introduced to make the subject competitive.

08. *Useful for selection :* Evaluation now-a-day is increasingly employed to select the 'best brains for a number of educational courses and admission to different levels of education.

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09. *Boosts morale:* Evaluation has a positive effect on the morale of the learners. When each student is on a weekly, fortnightly or monthly basis informed about his achievements (through evaluation card) in history, the net result is that the student gets encouraged to overcome his difficulties and short comings.

Sometimes wrong handling of the process of evaluation by the teacher fails to boost the morale of the student. Therefore, he has to be careful in his dealings.

17.05 Tools of evaluation:

Measuring instruments, tests or examinations have been used in the field of education for the evaluation of students. Examinations have strongly been condemned for their inadequate assessment and bad impact on students. A lot of harm is done by our faulty examination system. Many derogatory epithets have been given to the harmful examinations, such as 'a necessary evil', 'a growing tyranny', ' a glorification of memory', 'a dead hand of education', 'a blood sucker', 'Enemy No.1'. of education and so on. One great personality went to the extent of saying, "Oh, Lord! Do not put me to examinations".

Whatever nick names are given to unscientific examinations, they generally continue to do more harm than good, and "the very thought of examination sends a chill down the spinal cord" of a student. Every time it is impossible to use highly standardized tests or some other accurate measuring instruments of evaluation. The teacher-made tests and relevant measuring tools are the best, and can be used to maintain quality and standard of history evaluation.

17.06 Essential characteristics of good evaluation:

01. *Validity:* It is the primary requirement for a measuring device to have validity which according to Ebel and Frisbie "refers to the consistency with which the scores measure a particular cognitive ability of interest... there are two aspects of validity: what is measured and how consistently it is measured". It equally means that a test in history should "measure the attainment of objectives for which it is designed".

The validity of history test should, therefore, depend

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on i) specific objectives kept in view, and ii) weightage given to different objectives during teaching and reflected in the distribution of items in the test.

As regards the types of validity, there are eight types and there are four factors which effect test validity.

02. *Reliability:* A good test has to be reliable. According to Anastasi, "The reliability of a test refers to the consistency of scores obtained by the same individuals on different occasions".

There are a number of factors which influence reliability, and these are i) the length of the test, ii) scoring objectivity, and iii) how instructions are clearly given. These tests give reliability coefficients on calculation.

03. *Objectivity:* It refers to two things—objectivity of items and objectivity of scoring. The objectivity of item-construction means that the items should be quite simple so that testees follow it clearly. However, it should be remembered that there cannot be perfect objectivity of a test as objectivity is always relative and not absolute.

04. *Practicability:* A history test should be practical with regard to its administration, scoring and economy of time and energy.

05. *Comprehensiveness:* Comprehensiveness is reflected when it touches all the aspects of our requirements, namely, evaluating knowledge, skills, attitudes, abilities, interests etc., to a great extent.

06. *Utility:* A good test in history is bound to be useful in a number of ways. It should help us to improve the teaching of the subject, evaluation of the quality of students in a class, and location of loopholes in the learning of pupils for the sake of providing remedial measures.

07. *Interpretability:* A test would fail in its popularity if its results cannot be interpreted easily to draw conclusions, and provide suggestions for further testing work and research.

08. *Admistrability:* A test should not be time-consuming with

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regard to its administration. All the directions given in the test should be to the point and clear.

09. *Motivation for the students:* As far as possible, a test should stimulate nearly all the students to whom the test is administrated.

To conclude we can say that a test is essentially to find out the strengths and weaknesses of students, and it is not a tool of punishment for them. The students should be made to realise that a test is to help them, to enhance their performance and learning.

17.07 Selecting appropriate evaluation tools:

It is a well-established fact that teaching everywhere is evaluated to assess the extent of learning by students. So, we have to use different tools to evaluate different subjects, topics or items. Parents, schools, and teachers get eager to evaluate the extent to which learning of the students has been achieved in an effective or ineffective manner. "The teacher has to organise and control the teaching process. He has to evaluate the success of planning, organising and leading activities. The effectiveness of these steps is examined in terms of learning objectives, how far can these activities achieve the objectives". Evaluation in educational perspective demands an assessment of achievement, interests, attitudes, personality traits and skills. Thus we have to select appropriate evaluation tools to assess different teaching-learning processes which take place in an instructional environment.

17.08 Tools of evaluation:

According to Wrightstone, "Modern evaluation uses a variety of techniques of appraisal such as achievement, attitude, personality and character tests; rating scales; questionnaires; judgement scales; interviews; controlled observation techniques; sociomometric techniques and ancedotal records". However, we shall take only those tools which fall within the scope of this book.

As regards objective type tests, they are popular as the questions are brief and generally only one correct answer is possible. Out of a number of alternatives given under a question, testees have to select one and only one correct answer. Here any evaluator can evaluate the tests administered, and the efficiency of the scores will not be disturbed. But an objective type test needs a lot of thinking and framing various

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items.

Objective type tests are also called 'New Type Tests' meant to evaluate what the students have studied in different situations. In these tests, there is a scope to cover a larger sample of learnt material. The objective tests have been classified into two broad kinds, namely,

a) Recall Type Tests	i) Simple Recall or Short Answer Type Test
	ii) Completion Test
b) Recognition Tests	i) Multiple Choice Test
	ii) Matching Type Test
	iii) Alternative Response Test

Let us discuss these tests as follows:-

I) A Recall Type Test is composed of two main types, namely Simple Recall Type Test and Completion Type.

The Simple Recall Type Test is a very easy test, which can be used in any branch of history at the school level. The questions have one single answer. Here are some examples:-

a) ***RECALL TYPE TESTS***

i) Simple Recall Type

In simple Recall or Short Answer Type Test, each item or question looks like a direct question. The answer or response is recalled by the student from his memory or experiences, and not out of any identification.

Directions:- Answer each of the following questions with a single expression. The space in front of each question is meant for the answer.

1) When was the First International formed ? ☐
2) When was Simon Commission appointed ? ☐
3) When was the Muslim League formed? ☐
4) Which country did Hiuen Tsang come from? ☐
5) When did India became a Republic? ☐

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6) How much profit did the capital invested fetch in Asia in the last decade of 19th century? ☐
7) How long did the First World War last? ☐
8) Who started ruling over India after the Mutiny of 1857? ☐
9) When did partition of Bengal take place early this century? ☐
10) When did French Revolution break out? ☐

Merits of the test are:-

01. The preparation and the scoring is easily done.
02. Short answer items mostly deal with dates, numbers or words.
03. The test evaluates the factual knowledge of the testees.
04. No guess work helps to frame answer, but it tests a testee's past experiences.
05. The knowledge of objective is evaluated by the items of the test.
06. The items are valid and reliable.
07. These tests have discriminative value.

Demerits of the test are:-

01. A single item measures only a single bit of information.
02. In recalling answers, the student's memory alone works. So, the real ability of the testee remains unevaluated.
04. The test measures only information of a high factual order. .
05. Speed is encouraged and cramming also comes to the help of the testee.
06. This test is limited to such items only where the answer is a word, symbol, number etc.

Suggestions for framing Simple Recall Type Test:

01. The response to an item should be brief and preferably in a single word, date etc.
02. Avoid long and ambiguous questions.
03. The items should be framed in such a manner that they get appropriate answers only.
04. Items should be chosen from recently-studied history

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topics, and these should be properly sampled before putting them in the test paper.

05. It is fair when an item is a direct question in the form of a statement.
06. Enough space should be left between responses to maintain a study handling of the test.

II *Completion Type Test:*

In a Completion Type Test there are a number of sentences, where some important phrases or word(s) have been left out, and the student is required to fill in the blanks. There can be one or more blanks in an item, but each blank counts for one point only.

Directions:- The following given statements are to be completed by writing one appropriate answer in each blank provided there.

1. The British came to India as _____
2. 'Sare Jehan Se Achcha' was written by _____
3. In the last decade of the 19th century, Japan started on her programme of _____ expansion.
4. The purpose of the League of Nations was to form an _____ of the countries of the world.
5. The rise of Fascism took place in _____
6. The original name of the Central Treaty Organisation was _____ Pact.
7. After the First World War, Egypt came under the dominance of _____
8. _____ was organised by the famous Ali Brothers.
9. In 1912, Abul Kalam Azad founded the _____ and Maulanan Mohamed Ali started 'Comrade'.
10. It is good to be _____ of ones heritage.

The merits of the Completion Type Test are :-

01. The very nature of the subject-matter in history is such that there is wide applicability of this test.
02. There is no room for guess work to put the appropriate answer in the test.
03. The test items can easily be constructed and scored.
04. From student's point of view, it is perhaps his most valuable test to face.

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05. The test mostly depend on the clear understanding of the student.
06. The test provides an opportunity to evaluate a student's linguistic mastery.

Demerits of the test are:-

01. It is not suitable for measuring complex outcomes.
02. There is difficulty in scoring if items are not carefully phased and pin-pointed.

Suggestions to improve the quality of a Completion Type Test are:-

01. An item should be framed very carefully so that one and only one response is needed.
02. Avoid the use of phrases and key words in the test.
03. The test should not encourage grammatical clues for the items.
04. No indefinite statement deserves a place in the test.
05. In completion items, do not use too many blanks.
06. In place of an incomplete item, give a direct item for completion.

(b) ***RECOGNITION TYPE TESTS***

b) I *Multiple Choice Test (Civics)*

According to Linguist, a multiple choice test is superior to other types of tests and Cronbach regards it as one of the best ways to test judgement.

Directions:- There are four choices of answers given in each question. You have to (✓) right answers in the space provided in each answer.

1. Which of the following suits to democracy?
   1. voting ( ) 2. election ( )
   3. corruption ( ) 4. equality ( )
2. Who should have political rights in a democratic setup?
   1. leaders ( ) 2. citizens ( )
   3. women ( ) 4. ministers ( )
3. What is called the 'right to vote'?
   1. legal right ( ) 2. birth right ( )

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3. franchise ( ) 4. political right ( )

4. The British came to India as
   1. attackers ( ) 2. friends ( )
   3. traders ( ) 4. victorious people( )

5. Which of the following countries has a 'shadow ministry'?
   1. America ( ) 2. Japan ( )
   3. India ( ) 4. England ( )

6. Which of the following countries joined the 'Axis power' during the First World War?
   1. Italy ( ) 2. Germany ( )
   3. India ( ) 4. America ( )

7. The system of castes in the Indian society keeps us
   1. united ( ) 2. destroyed ( )
   3. divided ( ) 4. All the above ( )

8. Which is the biggest organ of the U.N.?
   1. General Assembly( ) 2. Trusteeship Council( )
   3. Security Council ( ) 4. International Court of Justice ( )

9. What position does India hold at present in the world on the merit of population?
   1. first ( ) 2. second ( )
   3. third ( ) 4. fourth ( )

10. Which rank was given to Bahadur Shah II by the Indians in 1857?
   1. Leader of India ( ) 2. King of India ( )
   3. Emperor of India( ) 4. Leader of rebels ( )

Merits of the test are:-

01. In multiple choice test, analysis of its items is easy.
02. There is least guess work possible in the test.
03. It is easy to score the test.
04. The test is psychologically very sound.
05. It is very useful test to evaluate its cognitive objectives.
06. No extra coaching is needed by students to grasp the questions of the test.
07. Objective scoring of the test is possible both by hand and by calculating machines.
08. The test evaluates a student's discriminating and interpretative powers.

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Demerits of the test are:-

01. The tests are more time and money consuming.
02. Construction of the test is no easy job. Thus every time good type of items are not prepared.
03. Sometimes students get some clues for the right answer.
04. Often it is difficult to have one single test answer for an item. Thus the item would evaluate recalling-ability of the student.

Suggestions to improve the quality of the Multiple Type Test are:-

01. It is necessary to make all responses homogenous.
02. Using a complete statement is better than using an incomplete statement.
03. To reduce the chances of guess work, it is good to offer four or five choices of answers out of which the correct one is to be selected by the student.
04. Only academic statements should not be put in the test, but other useful and reliable items should also be put.
05. Do not put such items which can be solved from hints alone.
06. All correct and incorrect solutions to items should be presented in a random order.
07. Do not complicate the test by putting four or five set of answers for an item, when you think a simple item could do the job.
08. A statement should not simply be incomplete, but should also contain desirable truth.
09. Items deserve to be put in simple statement form.
10. Correct grammar should be followed in all given responses.
11. To ensure objectivity, use the well-known statement or formula for guess work while giving scores to a student.
12. If we increase the homogeneity of the responses, we can evaluate higher objectives of the test.

II. ***Matching Type Test:***

A matching type test is a modified form of a multiple choice

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test.

Directions: Here you are required to match the items in two columns by putting the correct number in the brackets provided in second II) column.

i)

I Column	II Column	
1. Palaeolithic Age	1. Discovery of Fire	( )
2. Neolithic Age	2. Copper	( )
3. Chalcolithic Age	3. Tools for harvesting crops	( )

ii) Match the contents of column A with those of column B

Column A	Column B	
1.The Dasyus	1. were priests, teachers and physicians	( )
2.The Shudras	2. were the lowly placed people in the society	( )
3.The Kshatriyas	3. were traders, craftsmen and farmers	( )
4.The Brahmans	4. were the rulers and warriors in the early Aryan society	( )
5. The Vaishyas	5. were the original inhabitants of India before the coming of the Aryans	( )

Merits of the test are :-

01. It tests a student's knowledge of relationships and associations.
02. Chances of guess work are minimised.
03. This test makes scoring and interpretations more objective.
04. Comparatively these tests are easy to prepare. Very little space is needed to ask answers for many items.
05. It is less time-consurning.
06. Definitions, terms etc., in history can easily be evaluated.

Demerits of the test are:-

01. Lot of difficulty is faced while analysing the items of the test.
02. There are chances of guess work to find correct responses which do not get minimised when there are equal number of items and equal number of responses in the two columns.
03. The complete test of understanding of a student's

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learning is not possible.

04. A student's ability is not well tested when sharp words and phrases are used in the test.

Suggestions to improve the quality of a Matching Type Test are :-

01. In simple statement forms, all the test items should be written.
02. Attempts should be made to write all the items and responses on the same page.
03. No incomplete statements should be written.
04. There should be no room for guess work.
05. Every matching exercise should have homogeneous type of material in it.
06. Lay down in clear terms how matching is to be done.
07. It is better to have any suitable number of items from five to twelve in a set of responses.
08. A logical order should be followed while writing items in the columns.
09. Systematically all the responses of an item should be arranged.

III ***Alternative Response Type*:**

In this test each item has two possible responses. Generally we use true/false form, but other forms are right/ wrong , correct/incorrect/ and yes/ no.

Directions:- Here a question or an item has two answers, one is true (T) and the other is false(F). Encircle the T or F choice.

i) 01. Vardhaman Mahavir was born in 640 B.C. T/F
02. Alexander the great died at Babylon T/F
03. Ashoka died in the year 232 B.C. T/F
04. The Gupta period is in the annals of classical India almost what the Periclean age is in the history of Greece. T/F
05. The February Revolution of 1917 took place in Russia. T/F
06. President Woodrow Wilson of America did not give Fourteen Points for Peace after Second World War was over. T/F

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07. America was not justified to use atom bomb against Japan T/F
08. The first President of the Republic of India was Dr. Rajender Prasad T/F
09. Quit India Movement was launched in India in the year 1941 T/F
10. "Swaraj is my birth right", said Gandhi. T/F

ii) In the space provided below write 'yes' or 'no' against the statements given below:-

1. During the Gupta period, the status of the brahmanas declined_____
2. The Ramayana, the Mahabarta and the Puranas were written during Gupta period _____
3. Menander, the Indo-Greek king, was a Buddhist_____
4. Our knowledge of the Chola kingdom is chiefly based on Vedic literature _____
5. People performed different types of jobs in the Chalcolithic Age._____
6. The Harappa culture extended to Sind and Punjab only _____
7. Grain was stored in granaries in Mohenjo-daro. _____
8. The Aryans believed in many gods. _____
9. Mahavira and the Buddha favoured Vedic sacrifices _____
10. Jainism and Buddhism drew many followers from the so-called lower castes._____

Merits of the test are:-

01. These tests are easy to construct and use.
02. These tests can be scored objectively.
03. The items test a wide range of knowledge of the students when we increase the number of items.
04. These tests can motivate learning as these are less time-consuming, and so more and more such tests can be conducted.
05. These tests are generally common with the students as well as teachers. So there is no strangeness or newness in these tests.

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Demerits of the tests are:-

01. There is possibility of guessing the correct responses in the alternative responses.
02. Guess work solves nearly half the answers, but still the freedom of the student is restricted in the responses.
03. To write completely true(T) or completely false (F) items, is a very difficult job for a test maker.
04. Making items controversial, is unfair.
05. For the reliability of the test, a larger number of items have to be prepared.

Suggestions for improving the quality of an Alternative Response Type Test are:-

01. Half of the true items and equally the other half of false items, should be written in random order.
02. Avoid all negative statements.
03. It is better to introduce three alternatives like 'true', 'false and 'not known', instead of two alternatives like 'true' and 'false'.
04. Simple sentence forms should be used for writing items.
05. Construction of items should be proper and suitable.
06. Avoid tricky statements.
07. Avoid text- book language to write the items.

17.09 Standarised and non- standarised tests :

There are two broad categories of tests as stated below:-

i) Standarised tests and

ii) Non- standarised tests.

i) ***Standarised tests:***

The standarised tests are evolved carefully to uphold their validity, reliability etc. These tests demand a fixed, but uniform procedure to administer them to testees. Evaluators are provided a standard frame of reference to test an individual testee.

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The standarised tests have items which are carefully selected and administered to testees, while norms are already established and adapted to many local situations. These tests are constructed for recording academic progress and allied traits.

ii) Non- standarised tests:

At the school level, due to certain limitations, we generally depend on teacher-made tests, which many or may not be standarised.

This is done to improve our teaching-learning process, and record subsequent evaluation of children in our schools. Such tests are generally called non-standarised type tests, and evaluate day-to-day programmes of students and their achievements in instructional units of varying sizes. These tools fulfil the needs of the content of the local curriculum.

17.10 Overall merits of objective tests:

01. Primarily these tests are free from the personal judgement of the teacher. The scores earned by the students carry meaning.

02. Generally such tests have high reliability. Repeated use of these tests hardly reflect any change in the scoring pattern of the achievers.

03. These tests are not time-consuming and thus these are popular.

04 Generally 'no chance element' works in answering objective type questions. It facilitates students to attempt more and more questions in a given test from a big sample of material.

05. In the preparation of the tests, it is expected that these have been selected and planned after a lot of care. The test-maker should have varied experience and enough expertise available to ensure quality of the test.

06. These tests are broad-based and comprehensive in order to cover the whole course which the students have learnt.

07. These tests have become popular and are used extensively

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after taking various precautions in their preparation.

08. Scoring and interpretation is easy.

09. Items in an objective type test have some definite form or type to meet our requirements.

10. They have diagnostic value.

17.11 Overall demerits of objective tests:

01. History is not a collection of facts ,but a gradually improving mode of thought. Here stress is on factual data (knowledge) and consequently originality of thought and expression, methods of solving questions and various processes get ignored .

02. Lot of money is needed for the preparation of an objective test. So, these tests are avoided on account of their high cost.

03. The whole knowledge of students is not evaluated ,but only some portion of it is superficially tested.

04 When incorrect answers are provided in the test to ascertain the knowledge of the subject or topic, it becomes unpshychological. It sometimes creates confusion among students.

05. These tests do not fully show diagnostic handling of the test material.

06. Many discipline problems arise before the history teacher and the school administration, when these tests are administered during the routine work of a school because these are time-consuming.

07. Sometimes guess work is also resorted to by students to answer objective tests, and it is due to the language or some other factors in the test.

08. It is not possible to assess the skills of organising matter and presenting the same in a logical form.

09. These tests consume a lot of time in framing them with

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great care and attention.

10. These tests fail to assess the character-building aspects of students.

To conclude here about what is described in the aforesaid pages, it is best to use objective-cum-essay type tests in our schools to get the best results and ensure proper evaluation to march ahead confidently and fruitfully with the changes taking place in evaluation and its techniques.

17.12 Improvement of objective tests:

Keeping the merits and demerits of objective type tests in view, we can draw some conclusions as follows:-

01. Objective type tests and essay type tests should be combined and fix a healthy weightage of marks for each test to achieve correct evaluation in history.

02. Attempts should be made to standarise the teacher-constructed tests and establish their validity, reliability etc.

03. It is extremely beneficial to introduce oral (viva voce) and practical work ('things to do') to have an all-round examination of each student for an all-round evaluation.

04. The history teacher should carefully visualise and seriously know what he precisely wants to evaluate, and then accordingly frame an objective-cum-essay test. It is safe to emphasise multiple choice and matching questions in the test to reduce chances of guess work.

05. Besides the objective test paper, students should be encouraged to use separate sheet(s) of paper to express themselves without any reservation.

06. For minimising guess-work by students, use the formula:- Score = R = W/(N-1) Where R = No. of items attempted correctly, W = No. of items attempted wrongly, and N = No. of alternative responses provided in all.

Lastly, in the question paper itself it may be mentioned that certain definite number of marks will be deducted if students resort of guess-work.

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17.13 Conclusion:

By resorting to any method of evaluation, our main intention should be to measure the 'whole child'. Our aim is to produce good citizens for the country, and our evaluation work should come to our help to fulfil this aim. Different techniques and devices of evaluation have been suggested here in order to test knowledge, understanding, skills, interests and attitudes of students studying history. Let us not forget that evaluation is a "process of making an overlay of the outcomes of an educative experience against the background of anticipated or stated objectives". It is evaluation which helps a teacher to modify his teaching and aims in view, and as Wesley says, make it ' as a valuable and indispensable guide to modification of policies and further action".

Great changes in evaluation are expected in days to come, and we have to move accordingly to make history teaching a sweet and lovely experience for young boys and girls in our schools.

Learning Assignment

01. Discuss the purpose of evaluation in history.

02. What are the essential characteristics of a good evaluation tool?

03. Prepare a test in history on any one of the following tests:-

    i) Simple Recall or Short Answer Type Test, ii) Multiple Choice Test, iii) Matching Type Test, iv) Alternative Response Test

04. What are the overall merits of objective tests?

05. What are the overall demerits of objective tests?

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"To every teacher I would say, always plan out your lesson before hand, but do not be a slave to it".

—R.L.Stevenson

"Careful lesson planning is the foundation of all good teaching from the first day of pupil- teacher teaching to the last day of the month of the retirement year".

—A saying

Chapter 18

LESSON PLANNING

18.01. What is lesson planning?:

It is well said, "Teaching is the task of teacher which is performed for the development of a child". So, every teaching programme begins with the objectives to be achieved through the teaching-learning process. Therefore, every good teacher plans his lessons in a scientific manner. According to N.L.Bossing, "Lesson plan is the title given to a statement of the achievements to be realized and the specific means by which these are to be realized and the specific means by which these are to be attained as a result of the activities engaged in day-by- day under the guidance of the teacher".

18.02. Why lesson planning?:

Lesson planning is the heart of any effective teaching programme in our schools. It is shaped to fulfil our aims of a lesson. In order to do full justice to a topic or lesson, it is highly desirable to give every lesson a logical shape. The following points will explain the 'way' or importance of lesson planning:-

01. It helps a teacher to make his whole work well- organised, regular and systematic.
02. The teacher is guided to fulfil the various, aims and objectives of the lesson in hand.
03. It is a time- saving device for children to get the maximum of benefit in 30 to 35 minutes time of a school period.
04. It helps a teacher to focus his art of questioning during his delivery of the lesson.
05. It is a tool to assess both the students and the teacher

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with regard to teaching success.

06. It helps a teacher to assess how much of knowledge, skill etc., he can pass on successfully to his students during a day or a week.
07. It encourages correlation with Social Sciences and other subjects.
08. A teacher gets encouraged to select different strategies to reach the goal of the lesson.

Therefore, we assume that a lesson- plan is like a guiding tool to bring greater success to the teacher and the taught.

18.03 Essentials of a good lesson- plan in history:

01. The lesson- plan should neither be too long nor too short, but 'to the point' without any ambiguity.
02. The level and the mental age of the class should always be upper most in our mind while making a good lesson plan. The method, procedure, techniques etc., should match with the students' requirement.
03. Use of previous knowledge is useful to connect it with the lesson in hand.
04. The aims and objectives (general and specific) of the lesson should be mentioned in clear terms.
05. There should be scope for recapitulation, motivational choice etc., in the lesson to make it effective and stand the test of evaluation.
06. Every lesson in history should be covered in the prescribed time and the period of delivery.
07. A good lesson plan should always meet the present as well as the future needs of children.
08. The home- task given to children should be in close relation with the lesson delivered.
09. Every lesson plan should be written carefully and each step explained clearly.
10. A lesson plan should not make a teacher a slave of the text- book or his method of teaching. There should be room for slight deviation for better achievement of students.
11. The B.B. should be used properly for writing important points, sketches, graphs, tables etc., and all this work should be soothing to the eyes and intelligent to the mind of a student.

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12. It is better if a reference is given in the lesson plan about the reading material used for the methodology and content of the lesson in hand.

To conclude we can say that some of the essentials of a good lesson plan have been given from a general point of view. We know that there are various approaches to lesson- planning. Some of these approaches include i) Herbartian approach, ii) Bloom's approach, iii) Miller's approach, iv) RCEM approach etc., and these are in use in different places.

18.04 Steps in lesson planning (Herbartian Approach):

There are three main types of lessons, namely, knowledge lesson, skill lesson and appreciation lesson used in the teaching of history. Generally Herbartian Approach to lesson planning is very common in most training colleges for secondary teachers. The various steps of lesson planning in this approach are as follows:-

i) Motivation or introducing the topic.
ii) Presentation.
iii) Comparison or association.
iv) Generalisation.
v) Recapitulation.

Let us take each step as follows:-

i) *Motivation, introducing the topic or preparation:* This step is an essential step in the delivery of a lesson. Nothing can be developed in vacuum. The teacher's teaching should be effective, which is not possible without learner's active involvement. The interest of the class is to be aroused for receiving the new topic. So, the teacher should sincerely connect the new knowledge with the existing fund of knowledge of the students. The Herbartians called this process, 'preparing the apperceptive masses'. It is the assimilation and identification of a new idea by the stock of ideas already in mind.

Here the students must be made to feel the need for the topic just in first 4 or 5 minutes out of 35 minutes period. Also, the teacher should spell out the topic in clear and specific words and write the same on the B.B.

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ii) *Presentation:* Here the teacher presents the material on the topic to the class. He should provide maximum opportunities for the participation of the students. It should not be dominated by the teacher.

The teacher should develop the power of reasoning and thinking among the students. The teacher should provide material to the class according to their mental capabilities. The concepts should be made clear to students with the help of A.V. aids and other concrete material. The teacher should use comprehensible language in his explanations, expositions, demonstrations and narrations. His voice should be modulating one. He should avoid mannerism. This step of the lesson should consume nearly 20 minutes.

iii) *Association or comparison:* This step is Herbart's real contribution to educational practice, as it is believed that the facts are learnt only when they have connections. Here the teacher should analyse the new facts or experiences, and compare and contrast them with the old knowledge, maintaining complete unity of the lesson.

iv) *Generalisations:* It is a challenging step in lesson delivery, and is specially important. Here teacher's mastery of the topic will work well. The drawing of generalisations, rules etc., should be the outcome of the deliberations of the students.

v) *Application:* The students should be provided opportunities to apply the gained knowleuge etc., from generalisations to solve related problems on the topic. The students learn that their findings are worthwhile and helpful in solving the problems on the subject. Their sense of achievement is satisfied.

vi) *Recapitulation:* The teacher gives the students a chance to revise all those important facts and events learnt so far by way of allowing them, either to answer the objective type questions or solve problems on the topic.

vii) *Home work:* The teacher assigns home work to the class.

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Limitations of the Herbartian steps:-

i) Herbartian steps are used in cognitive lessons and not in conative and affective lessons.

ii) The steps here are like water- light compartments. Steps of presentation, association and generalisation cannot be handled separately, as these go side by side.

iii) Herbartian techniques will promote the training of subjects to serve an authoritarian set- up, and fail to produce citizens with independent decisions.

iv) There is more rigidity in steps.

v) The initiative of students does not generally find encouragement.

18.05 Steps in lesson planning (R.C.E.M. Approach)

An outline format of the lesson plan according to the R.C.E.M. approach is as follows:-

A. *Identification data:-* It contains Roll No., name of the school, class, average age of the pupils, topic, sub- topic, time given and date.

B. I *Input:- I* i) Subject (History), topic, teaching points.

II *Objectives of the lesson:* The teaching has to be goal-centred activity. While planning the lesson, it must clearly be laid down, what is your objective (specific and definite) to achieve. It is better to mention one objective in one lesson plan and the same is to be evaluated towards the end of the lesson.

III. *E.B.Os*— It is intended that certain behavioural changes are observed in the students, and it is desirable if these changes are of permanent nature.

The R.C.E. M. approach is nearer to Bloom's Taxonomy of Educational Objectives, but with certain modifications. In the R.C.E.M. approach four main categories included are knowledge, understanding, application and creativity, actually sub- divided into 17 objectives.

IV. *Teaching aids:* They have to be appropriate.

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C. *Process:* Operational strategy makes use of motivation. After the pupils are motivated, the teacher has to declare his topic. Then logically, step be step, the lesson is to be presented, keeping in view the teacher's and pupils' activity, and the use of teaching aids and the B B. The teacher has to summarize all the main points of the lesson.

D. Output: The R.L.Os deserve to be evaluated, and in the end the pupils should be given suitable home assignment.

To conclude we can say that the R.C.E.M. approach has three aspects — input, process and output. The evaluator can use 12- point T.A.B.(Teaching Assessment Battery) with a 5- point scale(1 weak, 2 average, 3 good, 4 .v.good and 5 excellent).

18.06 LESSON NO. 1 (Herbartian Approach)

Roll No:	
Class:	9th
Subject:	History.
Topic:	Humanyun.
Sub- topic:	Early career
Time:	30 Minutes.
Age of pupils:	14+
School:	
Date:	

1. TEACHING AIDS:

Usual classroom apparatus, political map of India, portrait of Humanyun etc.

2. AIMS:

A. General aims:- 1. To help the pupils to develop time sense. 2. To develop interest among pupils for the study of history. 3. To develop the thinking and the imagination of pupils. 4. To prepare the pupils for the future in the light of the past.

B. Specific aim:- To help the pupils to learn about the early career of Humayun.

3. ASSUMED PREVIOUS KNOWLEDGE: It is assumed that the students know about Babar, the father of Humayun.

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4. TESTING P.K. & MOTIVATION: The P.T. will ask the following questions to the class to test their previous knowledge and to motivate them:-

Q.1. Who was the first emperor of the great Mughals?
Exp. A.1. Babar.
Q.2. What places/ provinces were conquered by Babar?
Exp. A..2. Punjab, Agra, Delhi and Bihar.
Q.3. Who was the descendant of Babar?
Exp. A.3. Humayun.
Q.4. What do you know about Humayun?
Exp. A.4. The students may or may not be able to give answer to this question, the P.T. will declare his topic.

5. ANNOUNCEMENT OF THE TOPIC:

The P.T. will start the present topic by saying, well students, today we are going to learn about the great Mughal emperor, Humayun.

6. PRESENTATION:

After announcing the topic on the B.B., the P.T. will start his topic with the active participation of the pupils.

Humayun was the son of Babar. Babar was the first great Mughal emperor who ruled India by his own efforts. Humayun had to face troubles from the very beginning because there were a large number of this father's enemies, who became the enemies of Humayun. Humayun had little time to try and organize the administration and the land revenue system. Humayun succeeded in Gujrat etc. but could not establish his power in western India. In eastern India a strong King, an Afghan was ruling, who wanted to become the emperor of Delhi. His name was Sher Shah Suri. He fought two battles with Humayun, and Humayun was defeated. His brother, who was ruling in the Punjab and Kabul, did not help him at all. The kingdom of Babar was left from the hands of Humayun. Humayun wandered from place to place as a fugitive in Rajasthan and Sind. it was at Amarkot that a son was born to him and he was named Akbar. Humayun finally had to leave Sind and went to Persia.

7. B.B.SUMMARY:

The P.T will develop B.B.summary side by side with the presentation of the lesson. This will be done with the active participation

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of the students in the class.

8. RECAPITULATION:

Q.1. Who was Humayun?

Q.2. Who was Sher Shah?

Q.3. What were the difficulties faced by Humayun?

9. APPLICATION:

Fill in the blanks:-

1. Humayun was defeated in _____ battles by Sher Shah.
2. Humayun finally had to leave Sind and go to _____

10. HOME WORK:

The P.T.will ask students to write a short note on Humayun.

18.07 LESSON NO. 2 (R.C.E.M.Approach)

Identification Data.

Roll No:

Name of the school:

Class: 7th.

Average age of the pupils 13^{+}

Subject: History.

Topic: The Delhi Sultanate.

Sub- topic: Administration of Ala- ud- Din Khilji.

Time duration: 30 minutes

Date:

B. Input

B.I Teaching Points:-

1. Ala-ud-Din became Sultan in 1296. He wanted to become a second Alexander and conquer the world.
2. For this he needed to do three things— to win the loyalty of the nobles and to curb their powers, to conquer the Deccan and Rajasthan, and to force the Mongols to withdraw.
3. He raised the land taxes on the wealthier people of Doab, the fertile area between the Ganga and the Yamuna rivers.
4. The Mongols at this time had troubles of their own. Ala- ud-

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Din could, therefore, give his full attention to the rulers of western India.

5. The last of Khilji rulers was killed and another family-- the Tughlugs-- began to rule from Delhi.

B-2 Objectives of the lesson:-

To acquaint the students with the administration of Ala- ud- Din Khilji.

B-3 Expected Behavioural Objectives(E.B.Os):-

1. The learner is able to recall the administration of Ala- ud- Din Khilji.(Knowledge)
2. The learner is able to recall the places conquered by Ala- ud- Dın Khilji.(Knowledge)
3. The learner is able to recognise the places conquered by Ala- ud- Din Khilji on the map. (Knowledge)

B.4 Teaching Aids:-

Blackboard, chalks, duster, portrait of Ala- ud- Din Khilji, map, roller board etc.

C. Process:-

C-1 Motivation:-

In order to test previous knowledge of the students, the pupil teacher will ask some questions:

Q.1. Who was the earliest ruler of the Delhi Sultanate?
A1. The earliest ruler of Delhi Sultanate was Mamluk.
Q2. Who was Iltutmish'd daughter?
A.2. Razia was the daughter of Iltutmish.
Q3. Who was Balban?
A.3. Balban was a strong and iron- willed Sultan.
Q4. What was Mumbluk's another name?
A.4 His another name was a 'slave king'.
Q5. What was the name of Razia's father?
A5. Her father's name was Iltutmish.
Q6. Who succeeded the throne in 1296 A.D.?
A6. The learners may or may not be able to give the answer to this question.

C.2 Announcement of the topic:-

Well students, today we will learn about the administration of Ala- ud- Din Khilji.

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C.3

Presentation:-

Pupil Teacher Activity.	Pupil Activity.	B.B.Summary
The pupil teacher will tell the students that Ala- ud- Din became Sultan in 1296 A.D. He wanted to become a second Alexander and conquer the world.	Students interact	Ala- ud- Din became a Sultan in 1296 A.D.
The pupil teacher will show the picture of Ala- ud- Din Khilji.	Students interact	
The pupil teacher will tell the students that for this he needed to do three things: to win the loyalty of the nobles and to curb their power, to conquer the Deccan and Rajasthan, and to force the Mongols to withdraw.	Students interact	For this he needed to do three things: to win the loyalty of the nobles, to conquer the Deccan and Rajasthan, and to force the Mongols to withdraw.
Q1.What are the four directions?	The East, the West, the North and the South are the four directions.	
The pupil teacher will locate Rajasthan on the map with the help of the student.	The student will locate Rajasthan on the map with the help of the teacher.	Use of map
Then the pupil teacher will tell the students that he raised the land taxes for the wealthier people of Doab, the fertile area between the Ganga and the Yamuna rivers.	Students interact.	He raised the land taxes for the wealthier people of Doab.

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Q2. What are the main rivers of India?	The main rivers of India are the Ganga and the Yamuna.	
Similarly the pupil teacher will locate the Ganga and the Yamuna rivers on the map with the help of the students.	The students will locate the Ganga and the Yamuna rivers on the map with the help of the teacher.	
Then the pupil teacher will tell the students that Mongols at that time had troubles of their own.Ala-ud- Din could, therefore, give his full attention to the rulers of western India. So, he campaigned against the kingdoms of Gujrat and Malwa.	Students interact	Alu- ud- Din could therefore give his full attention to the rulers of western India.
Q3. What are the four religions of India?	Hinduism, Jainism, Islam and Christianity are four religions of India.	
Similarly, Ala- ud- Din ruled over an empire almost as large as that of Ashoka. The last of the Khilji rulers was killed and another family, the Tughlugs, began to rule from Delhi.	Students interact.	Ala- ud- Din ruled over an empire almost as large as that of Ashoka. The last of Khilji ruler was killed, and Tughlugs began the rule from Delhi.

C.4 Closure:-

Q.1. What was the main aim of Ala- ud- Din Khilji.

A.1. The main aim of Ala- ud- Din Khilji was to become the second Alexander and conquer the world.

Q.2. Who was Malik Kafur?

A.2. Malik Kafur was the commander of Ala- ud- Din Khilji.

Q.3. What was the name of the things or works that Ala- ud-

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Din did?

A.3. Firstly he wanted to win the loyalty of the nobles and to curb their power. Secondly, conquer the Mongols to withdraw. Thirdly, conqure the Deccan and Rajesthan.

D.1. Real learning outcomes (R.L.Os) :-

i) Q.1. Who was Ala- ud- Din Khilji?

A.1. Ala- ud- Din Khilji was the Sultan of Khilji Sultanate.

Q.2. Who was Malik Kafur?

A.2. Malik Kafur was the commander of Ala- ud- Din Khilji.

Q.3. When did Ala- ud- Din Khilji die?

A.3. Ala- ud- Din Khilji died in 1320 A.D.

ii) True/False test:-

1. Ala- ud- Din became a king in 1290 A.D.(False).
2. Balban faced such problems which Iltutmish had not faced. (False).
3. Ala- ud- Din sent a large army southwards under Malik Kafur. (True).
4. Ala- ud- Din Khilji died in 1520 A.D. (False).
5. Ala- ud- Din conquered the Deccan and Rajasthan. (True).

D.2. Home Assignment:-

Q Write a short note on the administration of Ala- ud- Din khilji?

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"The people known as prehistoric lived on earth before history— before man invented writing or made any kind of written historical record".

—The New Book of Knowledge (1976)

Chapter 19

PRE- HISTORIC MAN

19.01 Introduction:

Before man invented the art of reading or writing historical accounts, there lived the people called the pre-historic people. According to 'The New Book of Knowledge (1976)', "Small groups of prehistoric people may have inhabited the earth well over 1,000,000 years ago, but written history did not begin until about 3000 B.C... the prehistoric people made no written records, many details of their lives will never be known. Yet... these people left behind them many clues that have led to some knowledge of what they were like".

19.02 The various ages:

Anthropologists and archaeologists have done research and studied the life of early man. They have found that the pre-historic story of man's civilizational development extends over a period of several hundred thousand years. The early man has used different types of tools at different periods of his development. On the basis of their findings anthropologists and other researchers have divided the early man's history of development into four ages, viz., the Palaeolithic Age, the Neolithic Age, The Bronze Age and the Iron Age. Let us describe the ages briefly as follows:-

i) *Palaeolithic Age or Old Stone Age:* It is called the old stone age because the early man used stones in making his tools and weapons. The stones chipped by him were usually pieces of hard rock called 'Ouarlzite'. The early man was ignorant of the use of metal and art of agriculture. The Palaeolithic Age has been demarcated from 500,000 B.C. to 10,000 B.C. years.

ii) *Neolithic Age or New Stone Age:* The New Stone Age began about 10,000 B.C. During this period man was no more a nomad, but he learnt the art of producing food and led a settled life. During this period, the stone implements were

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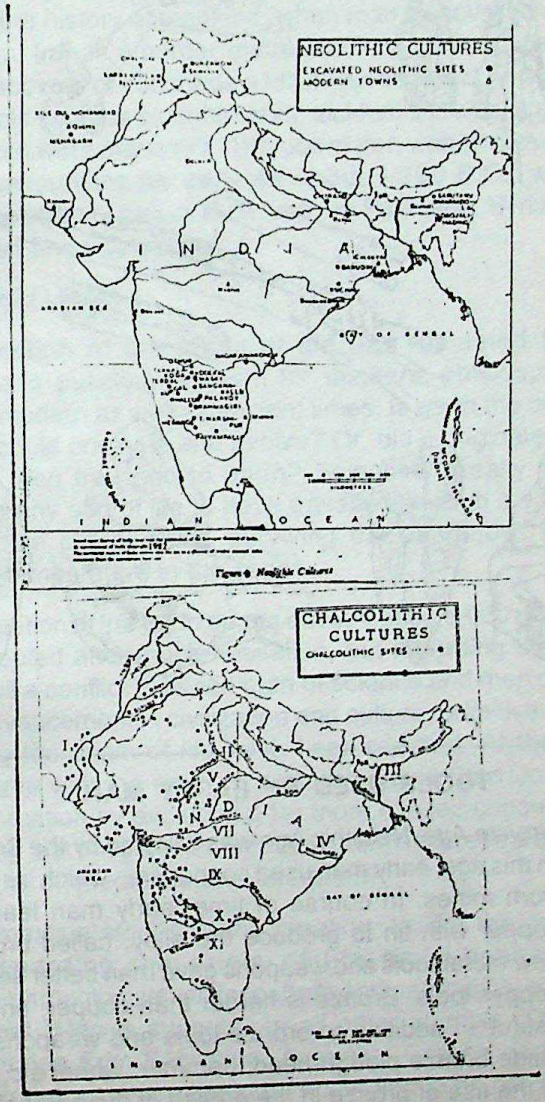
of improved kind than used by his predecessors. The New Stone Age man cultivated land, used pottery, kept domestic animals and buried his dead.



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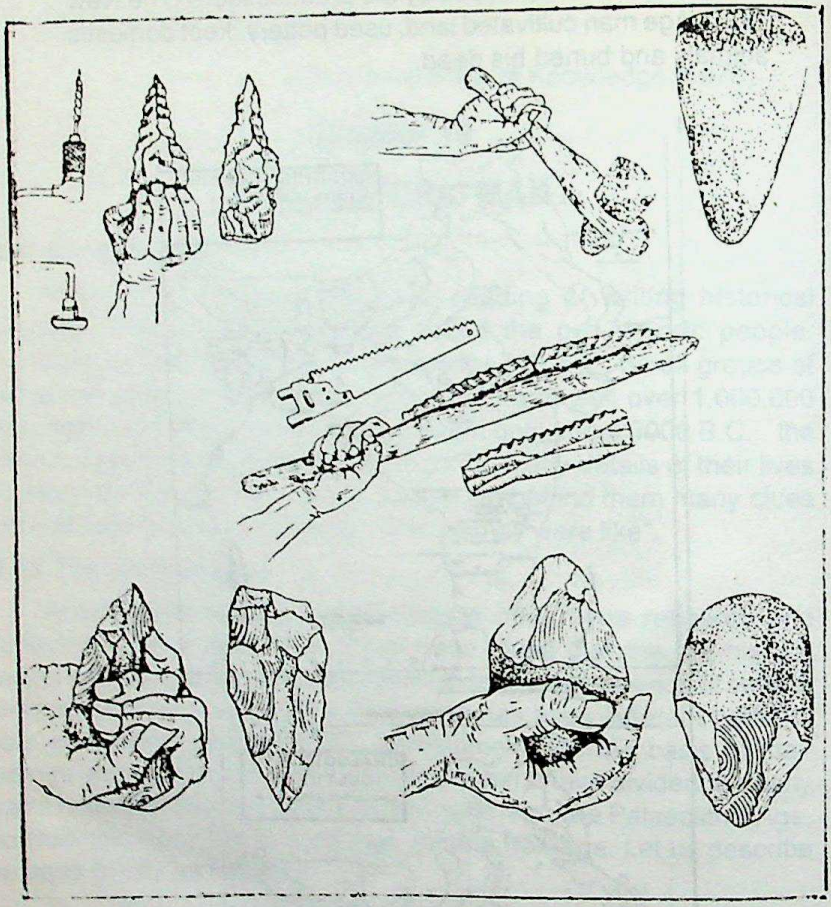

TOOLS USED BY EARLY MAN

iii) *Bronze Age:* Neolithic Age was followed by the Bronze Age. In this age, early man used copper ore, which he recovered from mines. In course of time, early man learnt to mix copper with tin to produce the alloy, called bronze. The new metal-tools and weapons gave man better service than copper tools. Bronze is harder than copper, and is more useful In addition to bronze tools and weapons, he also made bronze plough-head, hammer, wheel etc. Because of the use of bronze in the growth of the early civilisation, the period is known as the Bronze Age. The Harappan culture, the Mesopotamian civilization, the Egyptian

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civilization and the Chinese civilization are all Bronze Age civilizations.

iv) *Iron Age:* After the Bronze Age, there was an advancement in the history of mankind, when man discovered and used iron. Iron is a harder metal than copper and bronze. The discovery of iron made a lot of improvement as agricultural tools such as ploughshares, sickles, shovels, spades and axes were made of it. The use of iron was known to certain communities as early as about 1,200 B.C., when iron implements began to be used in Palestine, Syria, Turkey, Iran and Greece etc.

19.03 The origin of life:

The question of the origin of life has remained the most complicated and puzzling problem for thinkers, philosophers and naturalists of modern as well as ancient times. Is earth the only planet on which life could originate and evolve? Or, did it originate on some other planet, then travelled to earth? Scientists greatly doubt the possibilities of any sort of life to have travelled through a vast space, and reached the planet earth, surviving the dangerous effects of radiation and temperature in the space.

The formation of the earth during about 4,500– 5,000 million years ago was accepted after much hesitation, but regarding the origin of life there is still a conflict between men of science and men of religion. As there is advancement in civilization and culture, primitive explanations regarding the origin of life have been rejected. At the moment people do agree with the eminent scientist, David Starr Jordan, who said, "Is not creation by evolution a far more exalted conception than any creation by feat imagined of old? And does it not reveal a Godhead infinitely worthy of obedience and adoration?"

i) *Primitive stories of the creation:* So far the explanation regarding the origin of life have been given by anthropologists, philosophers and naturalists, all do agree that "Man is superior" to all other animals. The ancient stories from Babylonia, Australia, Greece and such like stories are mere legends. According to an old Babylonian legend, God Bel cut off his own head, and in this process all other gods mixed his blood with the common clay, and

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then man sprang up. That is why the 'clay man' was partly divine. One more legend is that Prometheus, (Greek god), was the creator of man and other animals.

ii) *Scientific theories of the creation:* We have various hypotheses to explain the origin of life, and among them the two are most important and are explained briefly:-

a) *The Vitalistic Theory:* This theory believes that all forms of life have come from some exterior source. Lord Kelvin, the English scientist, supports this theory when he says that life is believed to have come from some other galaxy or planet through meteorites. He further says that most probably life has come from the sun and this theory is a matter of great interest.

b) *The Mechanistic Theory:* Supporters of this theory opine that life originated as a natural combination of certain elements. Life according to them, is the result of a certain organisation, and activity of chemical substances. It is commonly known as 'Evolution'. Evolution is a process of change by which primitive forms of life developed. It is a slow, continuous and irreversible process of change. Naturalists like Copernics, Darwin and the like advocate the evolutionary theory, but they have been branded as heretics as their theories were unfavourable and contrary to what the Hebrew Bible taught.

Criticism of the theory: The clergy oppose tooth and nail the mechanistic theory of evolution. They say that one should accept the creation of life as described in the Bible. They ask, "where and how did the first eye, the first leg appear? Where is the 'missing link' that connects man with the lower forms of animals? So there should be no hesitation in accepting that creation is the handiwork of God and life having fallen from above and not risen".

iii) *From Amoeba to man:* Protoplasm is the basis of every form of life. Amoeba is the smallest, one-celled protoplasm. Protoplasm possesses eight characteristics, namely, chemical, physical, metabolic, growth, reproduction, rhythmicity, variability and conductivity. Biologists have

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given many explanations and suggestions, and there is a general agreement that life began in warm sunlit shallow water, possibly in pools. This sub- life possessed the qualities of life. They were jawless, limbless; and instead of bones, they had connected tissues making their skeleton. After this sub-life, fishes with skeltons, fins and jaws appeared. The geologists up to this time have no knowledge about the ancestors of these fishes. They do not appear to be related to their predecessors.

The next water life was the reptile. Reptiles were vertebrate animals that laid eggs on water.

The opening of the next great period is the period of mammals, when the world became relatively warmer. The mammals were hairy warm-blooded, and suckled their youngones. These are rather the first animals with a family.

It is a subject of great controversies that took place and equally interesting as to know the evolutionary process in the making of man. According to H.G.Wells, "The prevailing opinion among men of science is that man, like all other mammals, is descended from ancestors of a lowlier kind, that he and the large apes, the chimpanzee, the orang-outang and the gorilla, had once a common ancestor, and that this ancestor was evolved from yet lower forms, from some earlier type of mammal which itself descended from a theriomorphous reptile, and this again from a series of amphibians, and these again from primitive fish". However, at the moment, in no part of the world, fresh life is in the process of evolution, nor is any ape converting into a man.

The early human ancestor was probably arboreal, living in the trees. The gorilla has many characteristics of man. He holds the branches of trees with his fingers and thumb, yet he is not the direct ancestor of man. It is a mystery why man walks on his toes and heels, his big toe being his chief lever while walking, while this is not true on the other hand of animals like monkey, baboon and bear who walk with the help of flat-foot.

iv) *Early types of man:* How, when and where man first

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appeared is obscure, and will always remain a mystery. However, there are evidences that he developed from a lower kind of life. The evidences are rare, imperfect and there are broad gaps which remain yet to be filled, and the scientists have not been able to unlock the secrets of life. However, certain substances that are essential to a living organism must have there been in abundance. These are water, carbon, oxygen, hydrogen, sulphur, nitrogen, chemicals and phosphorus, and other essentials to life.

The first tool-makers of the lower-palaeolithic age lived naked like other animals and ate berries, nuts, roots, insects and worms. The remains of the earliest hominids are:-

FIG. 1.—Early types of man. Left to right: *Pithecanthropus erectus*, Piltdown man, Neanderthal man, and Cro-Magnon man. (*Courtesy, American Museum of Natural History, New York*)

1. *Peking Man, (Sinanthropus Pekinensis),*: The remains of the Peking Man were found by Pei, a Chinese paleontologist in 1929. It has been established that Pekingman lived more than 500,000 B.C. years ago near Peking in China. It has been found that Peking Man is the oldest specimen, half-way between man and ape. Some forty similar remains of this early man have also been found in China. The Peking Man knew about fire, lived in caves and made tools of stone.

2 *Java Ape Man:,(Pithecanthropus errectus),*: Java Ape Man was erect, walking apeman. Its remains were found by a Dutch army doctor in 1894. He lived in 4,75,000 B.C. in Japan. His brain case was about midway in size to that of

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the chimpanzee and of man. It was about 440 cubic centimeters. He was a carnivorous creature, and lived in an advanced form of culture.

3. *Heidelberg Man. (Homo Heidelber gensis).:* Heidelberg Man lived about 300,000 B.C. years ago, and his brain box was about 1,000 cubic centimeters. He lived in Germany. He had a very big body and large limbs, but he had a poor chin. He was an inhuman creature, with hairy body and a strange looking shape. Heidelberg Man was incapable of speech.

4. *Piltdown Man (Eoanthropus).:* The specimen of Piltdown Man was found in Sussex, England in 1911. He lived approximately in 125,000 B.C. and his brain-case was about 1,300 cubic centimeters. His big eye-ridge was missing from his face. He possessed thick skull and powerful lower jaw. He used crude stone implements like scrapers, borers, knives, hand axes etc. He had a clumsy and heavy body. However, Piltdown man approached closer to human development and progress.

5. *Neanderthal Man. (Homo Neamderthalensis).:* There are abundant specimens of Neanderthal Man, who lived about 100,000 B.C. years ago, and his brain capacity was 1,600 cubic centimeters. He spread over many parts of Western Europe, West Asia, and Central Asia and the areas are Palestine, Austria, Spain, France, Belgium, and Germany. He lived in caves, and used fire, which was an easy method for safety and protection. He killed game for food, used their skin for his clothing. He had knowledge about the use of stone axes He was primitive in appearance with thick body, small forehead and a slanting lower jaw He respected his dead, and buried them with offerings.

6 *Cro - Magnon Man. (Homo Spiens).:* The latest in the series of the pre-historic man is the Cro -Magnon Man, who existed 30,000 B.C. years ago, with the brain size of 1,600 cubic centimeters. Anthropologists have classified Cro-Magnon Man as Homo Spiens,(Wiseman or man able to do things) He looked like a man of our times Cro-Magnon Man appeared about 3,5000 B.C. years ago with

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a developed brain of 1,600 cubic centimeters. The specimens of the Cro-Magnon man have been found in France and Spain. He was tall, with broad face and a prominent nose and a nicely developed chin. He used ornaments of shells, and teeth of beasts. He lived in decorated caves, previously held by the beasts. He was a painter and used different colours to paint pictures on cliffs and walls of the caves. There was a lot of improvement in his tools and weapons. He used pointed spears, knives, awls and harpoons.

There is no such available specimen and proof to guide how transition took place between the primitive man and the modern man: It is again a controversy, and a moot point. However, life always arises from the pre-existing life, and life is the direct product of earth. Only Nature knows her secrets; man sought knowledge to remove old dogmas held about life in its various forms and at different stages.

v. *Races of mankind:* Taking the physical features such as stature, shape of lower jaw, nasal, form, character of hair, colour, shape of the head etc., the present-day man is broadly divided into four main races, namely 1) Australoid, 2) Mongoloids, 3) Negroid and 4) Caucasian.

Pygmy people of Central Africa, Australia and the Malaya Archipelago belong to the Australian race. They have long heads, dark skin, woolly hair and a short structure.

The Mongoloid are mainly Asiatic and are round-headed, yellow-skinned and have straight hair. The people of Tibet, Nepal, Indo-China and Japan belong to this race.

Those who belong to Negroid race have black skin, woolly hair , broad nose and thick lips. They are found in Malaya, the Philippines, Central and Western Africa.

The Caucasians belong to Europe, Northern Africa, Arabia, New Zealand, South India and Sri Lanka. They have long head, and short-structure etc.

To conclude we may refer to a team of Australian scientists, including Jochen J. Brocks, who have announced in the latest issue of

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the journal "Science" that " they have found evidence in northern Australia's's Royhill formation that life existed 2.7 billion years ago". (Hindustan Times, New Delhi, August 15, 1999). So, we have still to wait for more research about the origin of the pre-historic man.

Learning Assignment

01. Has the connection between the man and the lower type of animals been definitely proved? Give reasons for your answer.

02. Write short note on any one of the following:

    a) Palaeolithic age,
    b) Neanderthal Man,
    c) Cro-Magnon Man,
    d) Migration of human race.

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"Around 2500 B.C. a most powerful Semetic king... conquered whole of Mesopotamia, and the glory of Mesopotamia did not live long".

—An observation

Chapter 20

MESOPOTAMIA OR THE FERTILE CRESCENT

20.01 Mesopotamia:

Geographical factors:

Mesopotamia was an ancient region in south-western Asia where the world's earliest civilisation developed. Mesopotamia included, eastern Syria, south-western Turkey, and most of modern Iraq. Mesopotamia is a Greek word which means 'land between the rivers'. Thus Mesopotamia is fed by two large rivers, the Tigris and the Euphrates, which rise from Armenia in the mountains of Asia Minor and flow in the southward direction, parallel to each other and finally join the Persian Gulf. Prof. Breasted, one of the greatest Egypotologists, called it the 'Fertile Crescent'.

Topologically Mesopotamia is a flat plain with a southern slope. The Tigris and the Euphrates rivers rise in the snow-capped mountains and bring a regular supply of water and fertile soil to the plain. Unlike Egypt, which was not exposed to the outside world because of its natural boundaries, the rivers were specially useful to Mesopotamia. This valley did not have formidable barriers and so attracted immigrants. Who these people were, is a moot point . However, in its long history, this fertile valley attracted hords of invaders from time to time. According to H. E. Barner, "Mesopotamia was like a reservoir into which there constantly poured streams of different people".

20.02 The Sumerians:

i) *The people:* From ancient times great hordes of various nomadic people poured into the Tigris-Euphrates valley, and it becomes difficult at the moment to classify them separately. Then Sumerians (meaning black-headed people) were the first settlers who occupied the land. The Sumerians were neither Mediterranean nor Alpine nor

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Sematic, but most probably a nomadic people from the Arabian Desert. By about 3,500 B.C. their civilisation had reached a high level of achievement and glory.

ii) *Agriculture:* The Tigris-Eups were the life-blood of the civilisation. The over flowing waters every year added fertility to the soil. The river waters were canalised in such a way that this provided irrigation facilities to the far and distant lands. The Sumerians drained the marshes and brought them under cultivation. They cultivated wheat, barley, flax and sesame. The celebrated Greek historian, Herodotus, wrote, "of all the countries that we know there is none which is so fruitful in grain. It is so fruitful as to yield commonly two-hundred fold. The blade of the wheat and barley plant is often four fingers in breadth."Pliny, another historian, says that,"it was cut twice and afterwards yielded good fodder for sheep". The people used metal ploughs and reared oxen and donkeys for use as draught animals.

iii) *Government:* Mesopotamia takes a high place in the world history because it created the earliest cities and states. The most prominent among them were Ur, Lagash, Umma and Nippur. All these city - states were ruled by 'Patesti', viz., the priest - kings. According to J.E.Swain," duties of the king including collecting offerings, supervising farming and workshops, legalizing all business transactions, and defending the city. He was merely a 'greatman' —the servant, not the source of law and responsible to the gods for its enactment."

Disputes among the various city - states over land and water were a common feature those days and these sometimes led to wars. There was also a constant threat of invasion from the neighbouring areas.

iv) *Religion:* The Sumerians worshipped a number of gods. Each city - state had its own temples, known as Ziggurat' for their gods. Ishtar, the goddess of fertility and vegetation, was widely worshipped. Ishtar, was identified with mother earth, while Tammiz or Abu, her son, was associated with vegetation. The Romans later on identified Ishtar with

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Venus. The Sumerians also worshipped Sun-God, Shamash.

Apart from religious functions, the priest - kings looked after palatial temples and the devotees made rich offerings of food, clothing, wealth and even their daughters to them. The priests of the temples, therefore, grew immensely rich. The Sumerians, unlike the Egyptians, did not believe in the life–after, and the next world was a forbidden place for every body after one's death.

v) *Culture:* It is a matter of great interest to know that the Sumerians were the first to invent a system of writing, called 'Cuneiform' (wedge-shaped writing). Small sun - burnt clay tablets were used instead of paper, as they had no paper like the Egyptians had. Thousands of these clay tablets have been unearthed which reveal the history of the Meso-potamian civilization and culture.

The Cuneiform writing consisted of 400 symbols which people used in their religious and economic activities. The Semites, the Hittites and the Persians copied Cuneiform language and writing from the Sumerians.

One of the most remarkable facts was that each year was named after some important event like a storm or the death of some important person, that had occurred during the year.

The Sumerians had developed a system of numbers. Ten(10) was the basic number in counting, followed by sixty (60) as the second number; six - hundred (600) as the third number and thirty-six hundred (3600) as the fourth and so on with alternate multiplication by 10 and 6.

For Sumerians, there were 60 seconds to a minute, 60 minutes to an hour and 60 'rhekels' to a mina (maund).

The Sumerians devised a calendar on the basis of the moon-cycle. A year consisted of twelve lunar months where there were 12 hours in a day.

Like their contemporaries, the Egyptians, the

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Sumerians also had knowledge of mathematics, natural sciences, astrology, astronomy etc.

vi) *Decline of the Sumerian kingdom*: The Sumerian kingdom was geographically situated in such a way that invaders easily overran and destroyed its past glory and wealth.

The Sumerian city - states like Ur, Lagash etc., were always fighting among themselves.

Natural calamities like floods also caused heavy damage to these city-states and crippled them economically.

Around 2,500 B.C. a most powerful Semetic king of Akkads, Sargon I conquered whole of Mesopotamia. He unified it into a single empire, but his successors lacked ability and capacity to rule over a large empire built by Sargon I.

Learning Assignment

01. Write a note on the contribution of Sumerians in the Mesopotamian civilization.

02. Sketch briefly the legacy of Babylonia under the following heads:-

a) Culture b) Religion c) Agriculture
d) Government

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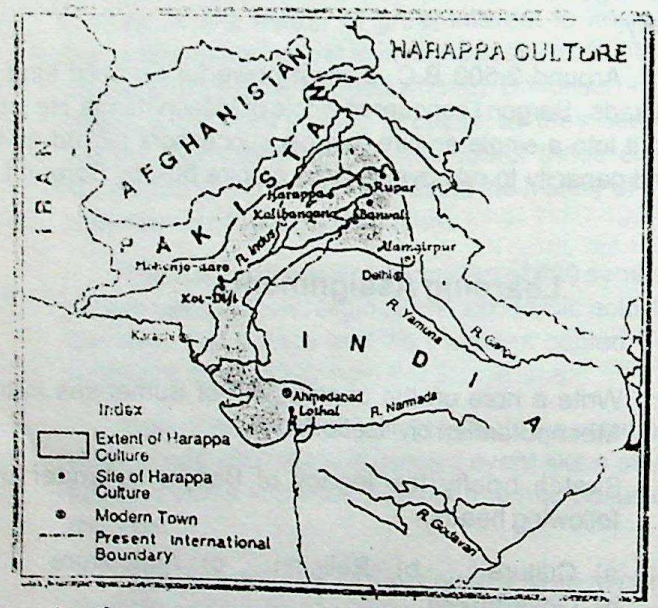
About Harappa culture it is remarked that "It is both a revelation and a revolution. Our history text books need to be rewritten" to highlight the grace of Harappan culture and civilisation.

—M.Rafique Mughal
(Pakistan)

Lesson 21

THE HARAPPAN CULTURE



21.01 Introduction :

Almost all the ancient civilisations arose and flourished in the river valleys. The Mesopotamian civilisation in the Tigris-Euphrates valley, the Egyptian civilisation in the Nile valley, the Chinese civilisation in the Hwang-ho-River valley and the Harappan culture in the Indus valley.

For long many people and scholars have been interested in knowing how old the Harappan culture is. So some suggestions have come from many sides where even a reference about some Harappan

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seals found in Mesopotamian places (when King Sargon ruled) have been given. To Dr. Wheelers it appears that this civilisation existed between 2,500 – 1,500 B.C. but Sir Marshall has put it at 3,250 – 2,750 B.C. Still research is going on to arrive at an authentic date of our civilisation.

Who were the founders of this ancient civilisation? Were they Aryans, Dravidians or some foreigners? But everywhere the indication is that Harappan civilisation was fundamentally native in character. The Aryans made India their permanent home after they came from outside and started their habitation in the Indo-Gangetic belt for its environmental blessings. Gradually they spread to south and other parts of the country. They subdued Dravadians in the south.

All the ancient civilisations developed in the river valleys due to following reasons :-

i) *Fertile lands:* When man has started agriculture for food, he needed fertile land for agriculture .The river valleys provided this land readily. So the Aryans started living there permanently in the Indo-Gangetic plains.

ii) *Water availability :* Man's basic need is water. He needs water for both drinking purposes and for agriculture. The river valleys fulfilled this need also and subsequently it suited him most to live in close proximity to a river.

iii) *Facility for rearing cattle:* Man started rearing cattle since a long time. He needed meadows which were on the banks of rivers to provide grass for his animals.

iv) *Housing material:* He also found in abundance building material like wood, stone and clay for bricks available there and living there supplied him with building requirements.

v) *Transportation*: Means of transportation were equally important to man. The river valleys offered natural means of cheap navigation.

For a long time it was believed that the Aryans were the first civilised people of India, but recent excavations at several places, almost stunned the scholars and others, and proved to the world that India was the cradle of

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civilisation. The recent archaeological discoveries at Harappa by R.D Baneerjee in 1922, were eye-opening. It so happened that a Buddhist stupa was found there. At the same time some pre-historic remains were discovered by R.D.Dayaram Sahni at Harappa. Both the persons were linked with the Archaeological Department of India and worked under Sir Marshall, the reputed archaeologist of his times.

21.02. Extent of the culture:

The Harappan culture was not limited to the Indus valley alone. Recent excavations at different places have proved, beyond doubt, that this culture was fairly a wide spread civilisation for over about 1,299,600 square kilometers, which is larger than Pakistan and bigger than ancient Egypt and Mesopotamia. It included Baluchistan, Gujrat, Rajasthan, Sind, Punjab, Harayana, Kathiawar, a part of the western coastal regions, valley of the Narmada river, a part of the Gangetic basin and south-western part of Jammu and Kashmir State.

21.03 Founders of the civilisation:

The most important question that comes up every time is regarding the founders of the civilisation. The focus has now shifted to a more pertinent question: Who were these people? An authentic proof with us is that the Aryans were the inhabitants of these areas. This has been established beyond any doubt that the Rigvedic name of Harappa was 'Hariyupa' . However, scholars are of the opinion that the Indus people belonged to a mixed stock— proto-Austroloid, Mediterrean and Mongoliod. The south Indian population belonged to the first two elements . Similarities have also been established between the Harappan religion and the Dravidian religion. Dr. A.D.Pusalkar advances yet another solution to the problem when he says that the Harappan culture "represents the synthesis of the Aryan and non-Aryan culture. The utmost that we can say is that the Rigvedic Aryans probably formed an important part of the populace in those days, and contributed their share to the evolution of the Indus valley civilisation".

21.04 The social life:

On the basis of the professions professed by the people, the Harappan society was divided into four main classes. The first class consisted of priests, physicians, astrologers etc. The second of

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warriors, the third of traders, artisans etc., and the fourth of peasants, fishermen, domestic servants etc. The people consumed several varieties of food. In addition to wheat, they used to eat barley, mutton, pork, fish, milk, vegetables, fruits and even rice.

Both males and females used cotton and woollens to clothe themselves. A shawl worn over the left shoulder and under the right arm, was the upper garment, and the lower one resembled a modern 'Dhoti'. The females used various toilets, collyrium, face paint, powder, hair wash and other cosmetics to add to their charm and beauty. Ornaments were worn by men and women both, whether they were rich or poor. Their ornaments consisted of necklaces, girdles, finger rings, nose-studs, ear-rings, bangles and anklets. The ornaments were made of gold, silver, ivory, copper and precious stones. Sir Marshall pays rich tribute to their skill when he says, that the ornaments found over there appear to have come out of the shop of a Bond Street Jeweller of London, rather than from a house five thousand years old.

Dancing and singing were enjoyed by these people. They were fond of hunting and fishing as well. The games of dice and chess were known to these people. The children played with toys, while elders enjoyed bull fighting and hunting of wild animals. This provided them fun and recreation.

21.05 The economic life:

The main profession of the Harappan people was agriculture and domestication of animals. They had also extensive trade relations not only with many parts of India, but also with Western countries like Mesopotamia, Crete, Egypt etc., both by sea and by land routes. We have come across a large number of seals recovered from these places to testify the same. The script, used by Indus valley people, still remains un-deciphered although the attempts are still on. According to Dr. Tripathi, " We should not be dogmatic till some more clues are with us regarding their writing". We have found seals similar to those Harappan civilisation in Egypt and Babylonia, the two contemporary civilisations. It appears that these seals were used for trade purposes.

21.06 The administration:

The latest researches have clearly proved that there existed a strong centralized government. It is suggested that there were rulers of some sort. It is evident that the Harappans had various big cities

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with many skilled workers living there, like the ones that made seals, metal tools, shell bangles, decorated beads and there existed as well as organised economic network meant to connect villages and cities. Without a class of rulers to look after and to impose their laws and direct the economy, existence of such institutions would not have been possible. Writing about the administration in Harappan culture, A.L.Basham observes, " It seems in fact that the civilisation of Harappa, like those of Egypt and Mesopotamia, was theocratic in character".

21.07 The religious life.

The religious beliefs were quite interesting. The cult of Divine Mother has been found in this civilization. This shows that the 'Shakti culf', was then very popular among the people. Sir Marshall says... "but in no country the worship of Divine Mother is so deep rooted as in India". Along with the Mother Goddess, a male god was also worshipped who is seated in the posture of Sidha Aasana and has much in common with Pashupati Mahadeva. It appears that Harappan people must have worshipped a number of semi- human and semi-bovine gods. The worship of a number of mystical animals, snakes and sacred trees like pipal and neem, was a common practice. The representation of Swastik 卐and the wheel also suggest the worship of Sun-God .The people offered animal sacrifices to please the gods.

21.08 The well-planned cities:

The Harappan culture was especially reputed for its system of town planning. Harappa and Mohenjo-daro (now both in Pakistan) had their own citadels which were probably occupied by the members of the ruling class. Many ancient cities have been unearthed all over the world, but it is very much doubtful if any other civilisations have come up to the standard of the Harappan culture.

While examing the ruins, one is completely wonder-struck by the excellence of the people in town planning. Dr. Mackay remarks, " These cities are the earliest, yet they appear to be so modern". The streets were quite broad (34 feet in width). The direction of the streets was from north to south and east to west, bisecting each other at right angles. The corners were rounded off, perhaps to enable the heavy carts to turn in an easy way. No one was allowed to encroach upon a public highway. An English visitor, much impressed by the skill of the people in town-planning, remarked" I feel myself surrounded by some

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present day working town in Lancashire." All the houses faced inward on the courts and the large ones had at least two storeys. The houses were furnished with paved floors, court yards, kitchens, wells, bath rooms and drains, as a regular feature, very rare anywhere in the world at that time.The development of civil engineering techniques made by Harappan people of the bygone days, is worth-appreciation.

21.09 The drainage system:

One of the unique features of the Harappan culture or civilisation is its drainage system. It is a fact that no other city in the world at that time had such an excellent drainage system.The house drains emptied into the main drains, which ran under the main streets. These were covered with bricks or stones, and these were inspected. Every care was taken that nobody threw refuse or dirt in the drains, perhaps no other civilisation paid so much attention to health and cleanliness as the Harappan people did. Here A.L. Basham records," No other ancient civilisation until that of the Roman, had so efficient a system of drains."

21.10 The Great Bath.

One of the most prominent and reputed public place seems to have beeen the Great Bath (180'x108') which contains a swimming pool (39'x23'x8'). There are side-rooms for changing clothes. The floor of the Great Bath was made of burnt bricks; water was drawn from a large well nearby, and the dirty water was drained out. It is suggestive of the fact that the Great-Bath served as a ritual bathing place for the people.

The other structures were the grain houses and shrines found there. The former served as a ware house for storing foodgrains and the latter were used by common people.

21.11 Art and architecture:

Many statues and figurines, both of animals and men, have been found at various sites. Among these are a young bull, watch dog, 'yogi' and a dancing girl. They had also made great progress in sculpture, pottery, painting etc. Prof. Child de says, "It would seem to follow that the craftsmen of the Indus cities were, to a large extent, producing for the market."

About the end of the Harappan culture we can say that the Sumerian and Egyptian civilisations survived the rise and fall of ruling dynasties for more than 2,000 years, but the Harappan culture collapsed after some 600 years. Still it is difficult to give a correct answer to this

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question. It is believed that the constant floods brought destruction to this civilisation.

Another view is that a natural calamity like an earth-quake brought misery everywhere. Some scholars think that the Aryans destroyed them and in its place planted their own civilisation. M. Rafique Mughal, a top- ranking archaeologist of Pakistan says'" It is both a revelation and a revolution. Our history text books need to be rewritten" to high-light the grace of Harappan culture and civilisation.

Sir Marshall again tells us of the excellence of the Indus valley, (also known as Harappa culture) over the people of Egypt and Mesopotamia of that age.

It is finally observed, "Thus, to mention a few salient points, the use of cotton for textile was exclusively restricted at this period to India, and was not extended to the western world until 2,000 or 3,000 years later. Again, there is nothing that we now know of an pre-historic Egypt or Mesopotamia or anywhere else in western Asia, to compare with the well-built bath and commodious houses of the citizens of Mohenjo-Daro. In those countries, much money and thought was lavished on the building of magnificent temples of the Gods of the palaces and tombs of kings, but the rest of the people seemingly had to contend themselves with insignificant dwellings of mud. In the Indus valley, the picture is reversed and the finest structures are those erected for the convenience of the citizens."

21.12 Conclusion:

Jawaharlal Nehru was fascinated by the greatness of the Indus valley civilization and he remaked,"The Indus valley civilization, as we find it, was highly developed and must have taken thousands of years to reach that stage. It was, surprisingly enough a predominantly secular civilisation, and the religious element, though present, did not dominate the scene. It was clearly also the precursor of later cultural periods in India."

Learning Assignment

Q 1. Discuss the main features of the Harappan culture.

Q 2. Describe the socio- economic life of the Harappan people.

Q 3. Write short notes on the following:-
a) Seals b) Indus pottery; c) Trade and commerce.

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It was the favour of natural conditions that helped to make Nile valley as the cradle of civilization

—An observation

Chapter 22

THE EGYPTIAN CIVILISATION

22.01 Introduction:

Egypt is appropriately called," the daughter of the Nile." It is the Nile river valley which has saved it from becoming a desert like the rest of North Africa. The Nile serves as the main source of water supply for a major part of the country. It is near this river that Egyptian cities and tombs are located. Some of the tombs still preserve clothing, grains, furniture etc., along with the dead bodies. In fact the sun and the Nile River play a predominant role in the lives of Egyptians and the long history of ancient Egyptian civilisation has left its seal on the people.

The ancient history of Egypt is not merely a list of the names and wars fought by the Pharaohs, but is the story of the oldest and the finest civilisations in the world. First of all, let us examine how geographical factors influenced in bringing up this mighty civilisation of the past.

22.02 Geographical factors:

The Nile, the soil and the climate of the Nile valley, were very favourable for all branches of human progress .The Nile River has been liberal to the people of Egypt in earning their livelihood. The valley of the Nile River begins from Syene and goes up to the Mediterranean Sea.

The Nile has two tributaries, namely, the Blue Nile and the White Nile. The Blue Nile has its source in the mountains of Abyssinia, and the White Nile flows from the lakes in the Equatorial region, and flows for hundreds of miles to reach the Mediterranean Sea. Herodotus, the ancient Greek historian, called the Father of History, has called Egypt 'the gift of the Nile'. Every year the Nile gets flooded and the soil on its banks turns fertile providing sustenance to the people. In the past gradually the climate of the Nile valley became favourable for human progress. Irrigation was facilitated, and dykes and reservoirs

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supplemented the agrarian work. Navigation also became possible, promoting Egyptian trade and commerce with adjoining countries.

In early times the formidable barriers around Egypt enabled the people to live a rather secluded life. The natural frontiers of Egypt, are the barren Sahara on the west, the Red Sea on the east, the Mediterranean Sea in the north, and cataracts in the south. It was the favour of natural conditions that helped to make the Nile Valley one of the finest and the oldest civilisations of the world, and the Nile Valley came to be known as "the cradle of civilisation". The early migrants to the Nile Valley gave up their hunting and took to agriculture in the Nile Valley. A new method called 'shadoof ' was used to lift water from the tanks and use it for irrigation purposes. They were able to raise crops thrice in a year. They also gradually modernised their agricultural activity.

The people started living in tribes and soon the population increased, giving rise to two Kingdoms (4,000 B.C.)—lower Egypt and upper Egypt—probably held together by the Pharaohs.

22.03 Classification of the Egyptian history:

According to Professor J.H. Breasted, one of the greatest Egyptologists, " We shall probably never be able to offer more than a sketch of the civilisation of the Old and Middle kingdoms, with a hazy outline of the general drift of events ". However, the periods of early Egyptian history can be divided into three main periods—i) The Age of the Pyramids or the Old Kingdom (3,400 B.C-2,500 B.C) ii) the Age of Feudalism or the Middle Kingdom (2,500 B.C-1,800 B.C) and iii) the imperial Age or the New Kingdom (1,580.B.C,-1,150 B.C).

i) *The Age of Pyramids or the Old Kingdom:* The remarkable feature of the first period was the construction of pyramids. The great historian, Herodotus, says that about 120,000 men worked for 20 years to construct the giant—pyramid known as the Great Pyramid,. one of the seven wonders of the world at Giza.

The history of Egypt really begins with Menes (3,400 B.C), who founded the empire and united upper and lower Egypt into a single kingdom, and laid the foundation of the first national government. Gradually the neighbouring

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territories like Palestine, Phoenicia and Syria were invaded and annexed by his successors. The rulers of this empire are believed to have possessed unlimited power. The first capital city of the Pharaohs was Memphis. The ruler made laws, levied taxes with the assistance of priests and nobles. He posed himself as the son of god and the people accepted him as divine. According to J.E.Swain, " He was the sole master and lord, the leader in war, the director of industries, the supervisor of public works and controller of the resources ". But gradually after 500 years, the power of the Pharaohs declined and there was chaos and confusion everywhere.

ii) *The Age of Feudalism or the Middle Kingdom:* After the Pyramidic Age, the Pharaohs became utterly powerless. Subsequently the feudal nobles gained power and importance, and the Pharaohs had no other alternative, but to recognise their rights and privileges. The nobles broke away from the control of the central government and all this continued for nearly a century. During the feudal age, many dikes, public works and canals were built. Finding disunity among the feudal nobles on one side and material progress on the other, some foreigners were attracted towards ancient Egypt. The chief among them were the Hykos, a war-like people from Syria. They ruled ancient Egypt nearly for two centuries. They were cruel and pulled down the temples and destroyed the kingdom. However, the Egyptians acquired the war-horse and the war-chariot from the Hykos. The Pharaohs, under Ahmose, became aggressive and expelled these foreigners out of Egypt after a long struggle and sacrifice.

iii. *The Imperial Age or the New Kingdom:* After Ahmose, his son, Amenhotep I, transformed the Egyptian Kingdom into an empire. He also annexed Nubia in the south and Babylonia in the east with his empire. Thutmose I (1,545B.C. - 1,514 B.C), was a great conqueror. As he had no male issue, so his daughter, Hatshepsut, (1,501 B.C.- 1,479 B.C), ascended the throne. She was the first great woman-ruler in ancient Egypt. She had no interest in fighting wars against her enemies inside and outside

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her empire. So she got interested in rebuilting the temples destroyed by the Hykos in the city of Karnak.

The next great Pharaoh was Akhnoton, (1,375 B.C. - 1,358 B.C), who introduced monotheism and granted certain rights to women. But soon his teachings and reforms died along with him. Rameses II (1,300 B.C. - 1,233 B.C), was the last great Pharaoh, who made sincere attempts to revive the great glory of ancient Egypt. After the death, of Rameses II, Egypt lost her empire and glory.

The later history of Egypt presents a sorry state of affairs. The decline set in at a rapid pace. The invaders from Africa, Assyria, Persia and Greece attacked and destroyed the great civilisation.

22.04 Social life:

The early Egyptian society was composed of three main classes, namely, the upper class, the middle class, and the lower class. The upper class included the Pharaohs, the rich nobles, the priests and the military officers, who enjoyed a lot of power and wealth in the country. The middle class included the merchants, scribes, artisans and physicians etc. They underwent changes in their status with the change of their economic conditions.

The lower class consisted of the peasants and slaves who constituted the bulk of Egyptian population. Most farm labourers worked in the large estates of the royal family, the temples and other wealthy land-owners. The condition of the slaves was far from satisfactory. They were mostly prisoners-of-war brought to Egypt. Therefore, the slaves were employed in constructing pyramids, palaces and working in copper mines, stone quarries etc., to earn their living.

The class system in ancient Egypt was not very rigid. People in the lower or middle classes could move to a higher class position. They improved their status mainly through marriages or success in their jobs.

Position of Women:

The position of women was uniquely characteristic in the Egyptian society. They had almost as many rights as men. They could own

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property and transfer the same to their children. Queens ruled the country from time to time. A King's Chief Wife was a member of the royal family, such as sisters or a half - sister. According to B.V.Rao, "An Egyptian Pharaoh married his own sister or daughter in order to retain the purity of royal blood".

The people liked to use cosmetics, wear jewellery, use red lip - powder, dyed their hair and painted their finger nails, various perfumes, combs, mirrors and razors were their common grooming aids.

22.05 Economic life:

i) *Agriculture :* Agriculture was the most important occupation of the majority of the ancient Egyptians. The government officials and scientists supervised the agricultural activities, and subsequently decided on the crops to be planted, and they also collected the government's share at the harvesting time. The Egyptians raised crops of wheat, barley, millet, onions, beans, lettuce and peas. Flax and cotton were produced for meeting the needs of textile goods. A unique product of Egypt was the papyrus plant. This was used for the making of ropes and mats, but above all its stalk sliced into thin sections, laid side by side and crosswise to be beaten in sun - dried sheets, was used for writing purposes.

The ox and the donkey were the most important beasts of burden.

ii) *Crafts :* The royal family and the temples of ancient Egypt employed a large group of trained architects, engineers, mechanics, granite quarry experts, carpenters, artists and sculptors for different jobs. Fine products of Egyptian craftsmen have been found in the tombs. Clay jars, furniture, vessels of gold and silver, and jewellery, found in the royal tombs show that the artisans attained a high level of efficiency and aesthetic sense, and were very much in great demand.

iii) *Commerce :* In all the histories of shipping and navigation we come to know that the ancient Egyptians were reputed for being the pioneers in maritime enterprises. Goods were carried up and down the Nile, exchange of goods was

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carried on by the barter system. But in the later period, weights of gold and silver were used for weighing purposes. Spices, dyes, cosmetics etc., were brought from Arabia and India. Gold, ivory and Negro slaves were brought from Sudan. Grains, linen textile, jewellery, furniture, glassware etc., was exported to the negihbouring countries like Nubia, Syria, Phoenicia and Labanon.

22.06 Religious life:

Early Egyptians are said to have been very religious-minded people and so religion dominated their political, economic, intellectual and social life. They believed that different deities influenced various aspect of nature and human activity .They believed that each of their kings was the god Horus in human form.The most important god worshipped by the ancient Egyptians, was the sun--god Ra. He was identified with Horus or Aton and later with Amon. Osiris was another important god, who was identified with the Nile. Egyptians also worshipped sacred animals, the sun, the moon, fertility god, men and used magic for different reasons.

It was Akhnaton who introduced monotheism from the worship of many gods to the worship of sun-god in the form of Aton. However, the priests objected to his religious reforms, and after his death the Pharaohs reverted to the old form of worship of the multiplicity of gods.

Egyptians laid stress on future-life. They believed in life-after as a mirror reflection of the life, and so they took great care in preserving the bodies of the dead. A dead body is called a 'mummy' put in a tomb. Inside the tomb were preserved all the things that the dead person was fond of and used them when alive. Things such as clothes, food, drinks, costly furniture and jewellery were kept in for the dead one in the tomb. The pyramids were the tombs of great kings.

22.07 Art and architecture:

Art developed in ancient Egypt under religious patronage. The people have shown greater skill in arts and architecture. The rulers and nobles built pyramids, temples and tombs as master-pieces of art. The Great Pyramid of Cheops-Khufu is over 450 feet high and 746 feet square at the base. It contains 2,300,000 stones, weighing about

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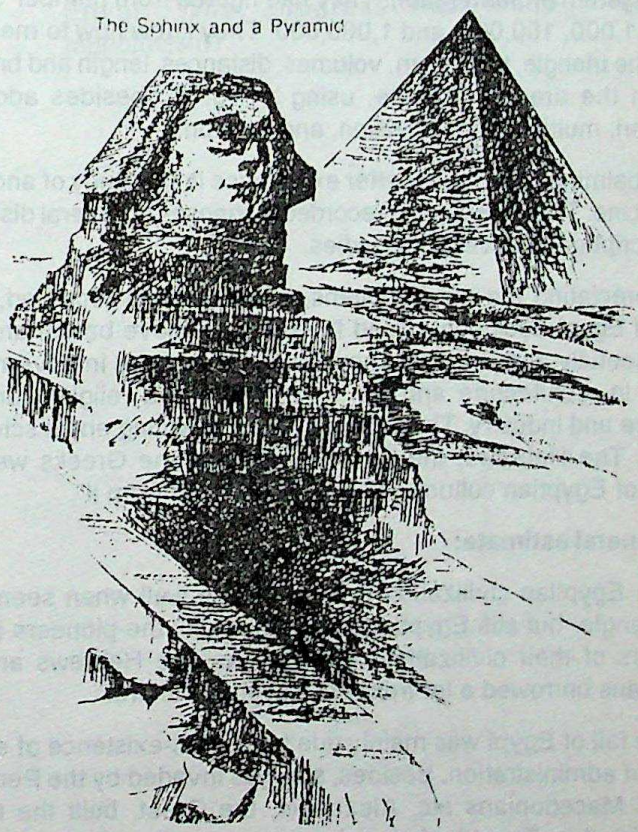
2.5 tons each. The pyramids were in many ways the symbols of power of the Pharaohs and were put into proper places by human muscle power and special techniques known then. Among the temples known for their beauty are those at Karnak, Luxor, Philae and Abu-Simbel. The walls contain a large number of paintings, depicting religious life, wars and battles and sacrificial processions. The temple at Karnak was dedicated to the sun--god. The most outstanding feature of this temple was that the rays of the rising sun were shone into the temple. Another peculiar specimen of the Egyptian architecture, is the Sphinx it is a mythological animal with the body of a lion.

The Sphinx and a Pyramid



22.08 Literature and learning:

The ancient Egyptians had developed a well-defined system of writing, known as heiroglyphics, which means sacred-writing. It was

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used for religious works and only priests and scribes knew the art of this special writing. A great deal of their writing was devoted to religions in praise of gods and Pharaohs or guidance to the departed souls. The most notable pieces of literature were "the Book of the Dead", and, the Coffin Texts. Some of their papyrus rolls contain stories, poems, and dramas.

Learning and science: The year had 365 days with 12 months, where each month was of 30 days. The last five days were enjoyed as holidays. They had also developed the science of astrology. They had made tremendous progress in mathematics. They knew about the decimal system of numeration. They had figures from number 1 to 9, and 100, 1,000, 100,000, and 1,000,000. They knew how to measure areas of the triangle, trapezium, volumes, distances, length and breadth and even the area of a circle, using π =3.16., besides addition, subtraction, multiplication, division, and fraction.

Embalming gave them better experience in the study of anotomy and medicine. The old Egyptian recorded diagnoses of several diseases and prescription of several remedies.

Appreciating the old Egyptians, J.E.swain has recorded, "The people of Egypt decidedly raised themselves above barbarians and lived gracefully and joyously They achieved success in government and law, in architecture and art, in literature and religion, and in agriculture and industry. They had a system of writing and a scientific calender. The Hebrews, the Phoenicians, and the Greeks were all students of Egyptian culture and borrowed much from it".

22.09 General estimate:

The Egyptian civilization may not shine well when seen from modern angle, but still Egyptians were in reality the pioneers in and originators of their civilization. The Greeks, the Hebrews and the Phoenicians borrowed a lot from the Egyptian culture.

The fall of Egypt was mainly due to the non-existence of a good system of administration. Besides, she was invaded by the Persians, Romans, Macedonians etc. Alexender, the Great, built the city of Alexandria when Egypt had already lost her power and grace, but her seaport remained for long a centre of great commercial activity.

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Learning Assignment

01. Describe the effect of environment on the history of Egypt. Justify the statement 'Egypt is the gift of the Nile'.

02. Describe the Egyptian political system. Why did it fail?

03. List and evaluate Egyptian contribution.

04. Account for the great variety of types of religion in Egypt. What progress was made towards monotheism?

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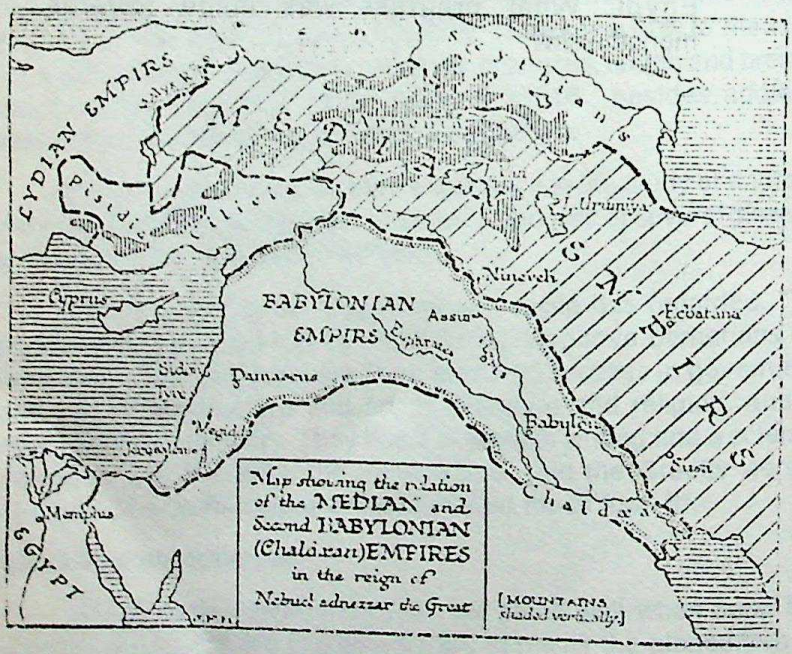
"Hammurabi was famous not only as a conqueror or an organiser, but also famous for his code or the system of laws"

—An observation

Chapter 23

THE BABYLONIANS AND THE ASSYRIAN EMPIRE



23.01 Introduction:

The Akkadian Empire (the regions to the north-east of Sumer) lost its political and military vitality after the death of Sargon I (2,500–2,370 B.C.). So Mesopotamia witnessed the rise of other Semetic tribes called the Amorites from the west and Elamites from the east. Very little is known about their Elamites language and race of the Elamites, "neither Sumerians nor Semites," says Sayee, while the Amorites according to H.G. Wells," were of the same stock as Abraham

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and the later Hebrews."

A war broke out between the Amorites and the Elamites, in which the Amorite kings were victorious. They settled in Babylone, a city on the banks of the Euphrates river. Babylon became extremely important as an economic, political and cultural centre under a great king, Hammurabi (2,123 B.C.- 2081 B.C.), who founded the first Babylonian empire in Mesopotamia,

23.02 The Code of Hammurabi:

Hammurabi was famous not only as a conqueror or an organiser, but also famous for his code or a system of laws. This code is carved on a rock pillar and consisted of 285 statutes. This code provides us an interesting insight into the economic and political structure of the ancient Babylonian society.

Hammurabi received the laws from the sun-god, Shamash, and he wanted to make his subjects believe that basically the laws were divine, and so they had to be obeyed strictly by every body. Some of the laws were legislated in ancient Mesopotamia before Hammurabi, but he codified and enforced them in Babylonia. The code was expressed in a simple and logical manner.

The laws of Hammurabi covered subjects like marriage, property, debts, thefts, wages, contracts, banking, trade, business, injuries, labour, morality, murder, adultery etc. Judges were appointed to try cases and the principle of "an eye for an eye and a tooth for a tooth" still existed.

The rights of women in Babylonia were given due recognition and women occupied a high position in the society. They could own property, have equal rights with men, had rights to divorce, occupy a business and become professional scribes. Every step was taken that justice was done to widows and orphans.

The lower sections of people and slaves were protected by law. Slaves could own property, marry and transfer property to their children. However, according to Prof A.Z. Manfred, "If a debtor was unable to pay back his debt within the appointed term, he was obliged to pay it off by means of his own or his children's labour. Such servitude could be made to last a whole lifetime, but Hammurabi limited debt slavery to a period of three years."

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23.03 Social and economic conditions:

The Babylonian society was composed mainly of three classes. The first consisted of the ruling class like the king and his family, priests, nobles, high officials and rich merchants.

The next in the social ladder included artisans, peasants, shop-keepers, scribes etc. The lowest level was that of slaves. They were mostly prisoners -of-war and were treated as personal property. However, the code of Hammurabi guaranteed certain rights to them which included having property, marrying freely etc.

Women enjoyed a unique position in the society. They enjoyed certain rights as owning and disposing off property, freedom to choose their professions etc. However, there were some restrictions also and according to B.R. Rao, " But the code prescribed desertion if a woman happened to neglect her house and husband."

In the land of the two rivers, agriculture, trade and commerce flourished nicely. Agriculture had highly developed and it was the chief component of their economic life. The central government supervised agriculture, trade and commerce etc. They had developed a kind of barter system, and Babylonia was financially far ahead of Egypt. Gold and silver were used in their transactions. Banking facilities were available. Merchants from the neighbouring countries came to sell their merchandise, making Babylonia a centre of international commerce and trade. Land deeds, leases, deeds of settlement etc., were in vogue and well-defined. In short, the people availed themselves of the resources of the country and were prosperous.

23.04 Religion:

The people of Babylonia were very religious-minded and religion played a vital role in their lives. The priests enjoyed a high position in the society as they considered themselves as the deputies of gods. The Babylonian gods dominated the social and political fields and all power and property belonged to them. The Babylonians believed that gods lived in heaven, but they owned estates only on the earth. The temple was literally god's home on earth, in which he was offered regular meals, rich clothing and jewellry. According to the Babylonian belief, man was created to serve gods so that they (gods) could enjoy themselves.

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Marduk was the chief god of the Babylonians, Ishtar (mother of gods), and Tammuz (god of vegetation) were also worshipped. The star-gods of the skies, like the sun-god and the moon-god etc., were worshipped as they influenced human life.

Various cities were full of temples, and the capital (Bablon) itself was full of temples, shrines and altars as the number of gods worshipped by the people was very large.

According to B.V. Rao, " The priests offered prayers and sacrifices on behalf of their followers and predicted the future after looking at the lives of sacrificed animals and at the stars. They gave talismans (metallic images of gods) to ward off evil spirits. The people were superstitious and developed faith in magical remedies.

23.05 Art and architecture :

As far as art and architecture of the Babylonians is concerned, we know very little about it. Whatever they constructed was much inferior to that of the Egyptians and the Harappans. The Egyptians and the Harappans used burnt bricks, while the Babylonian buildings and palaces etc., were made of sun-dried bricks and could not withstand exposures to weather-changes for centuries together, so they have completely vanished.

However, the most impressive structures in the Babylonia were the public buildings, palaces and tower-temples known as 'Ziggurats'. The Ziggurats were tower temples like small pyramids of the Pharaohs of Egypt. Besides, Babylonian architecture was also not much artistic in quality; buildings were only massive in size and lacked refined quality.

Gold, silver and bronze jewellery were used for decorative purposes. A large number of seals have been found, and according to an estimate, "Every Babylonian from commoner to king had his personal seal."

23.06 Learning and literature:

Baylonians were very proud of learning and literature and expressed themselves in Cuneiform writing. " Ye who shall excel in tablet writing, shall shine like the sun," was one of their proverbs. The schools were attached to the temples, where the students learnt religious literature, writing, arithmetic, accounts and other clerical works. Writing

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works were preserved in the temple libraries after these were testified by the temple priests. However, their literary work is of a mediocre quality and is inferior to the literary works of ancient Egyptians.

The extraordinary literary epic of the Babylonians that has been discovered, is historical and mythological in nature. The most famous is the story of Gilgamesh'(a legendary ruler) which contains the story of the creation of this world and the great flood that occurred after the formation of the world.

In addition to epic poetry, there was also copybook writing, called, 'temple literature' containing the psalms, hymns and prayers containing lessons on wisdom, philosophy and moral sayings,

23.07 Science:

It is interesting to mention that the Babylonians were scientific-minded although they learnt a lot from the Sumerians. They had fully developed the sciences of astrology and astronomy. By building observatories, they had surveyed the whole universe. The two great astronomers who lived during the days of Chaldeans or the new Babylonia, were Naburimannu and Kidinnu.

They improved the sundial of the Egyptians, and noticed the movements of the sun, the moon and the other planets. They developed a lunar calendar, dividing the year into twelve months. The Babylonians also used various herbs to cure certain diseases. According to J.E, Swain.' Sun-flower seed was recommended for toothache, milk for stomach trouble, and an oil shampoo and beer were prescribed for baldness."

The Greeks were the students of Babylonian mathematics, astronomy, medicine, grammar, archaeology, history, philosophy etc.

The famous 'Hanging Gardens' built on artificial mountain by the Babylonian engineers on the roof of the royal palace and watered by aequaducts, is one of the seven wonders of the world.

23.08 Estimate of the Babylonian culture:

The Babylonian civilization became the background for most of the existing civilizations of that time and those which developed later on. They achieved importance and success in agriculture, religion,

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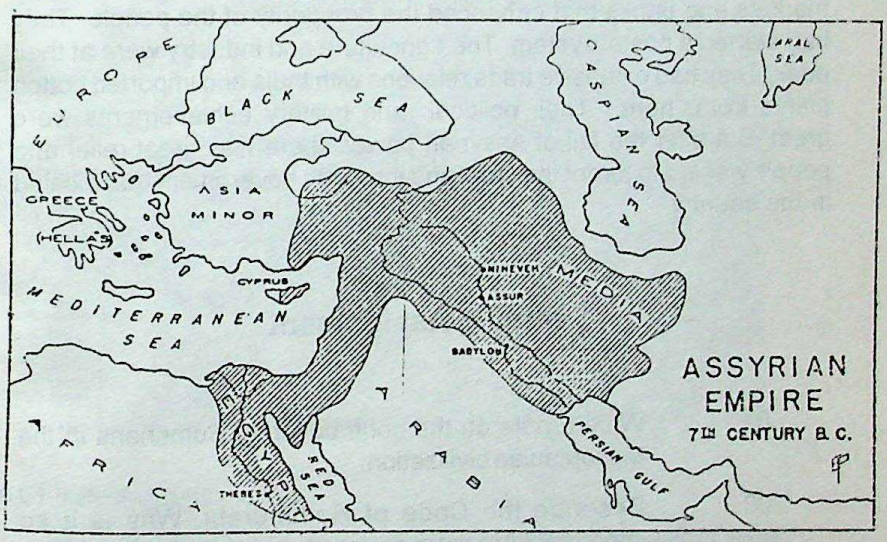
literature, calendar and science which originated in Babylonia. The preservation of many legends of their own and also of the other people, got worldwide appr-eciation.

The material progress and economic accomplishment of the Babylonians, was much superior to that of the Egyptians.

The contribution to the advancement of mathematics. astronomy, archaeology, history, medicine, grammar, lexicography and philosophy was recognised everywhere.

ASSYRIAN EMPIRE



23.09 The Assyrian empire:

The country of Mesopolamia, "The Fertile Crescent", was exposed to the neighbouring invaders. Higher up to the banks of river Tigris, a Semetic people, known as the Assyrians, occupied the chief cities of Assur and Nineveh.

There is no doubt that these Assyrians were the most powerful primitive nation of the ancient world. They were basically soldiers and rulers, and believed in "Blood and iron policy".

They made superior weapons of iron and other metals for self-

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defence and attacking their enemies. They conquered whole of Mesopotamia and became undoubtedly a world power. Next they conquered and annexed Syria, Palestine, Asia Minor and a part of Egypt to their country. The history of the contribution of the Assyrians recorded by the reputed Greek historian, Herodotus, has been lost otherwise it would have definitely shed more light on their civilization and culture.

Merchants from all over the world rushed to the capital city of Nineveh, which was nicknamed "Rome of Asia". Nineveh had many markets and banks that enhanced the prosperity of the people. They had started a postal system. The agriculture and industry were at their peak. They had extensive trade relations with India and imported cotton plants from here. Their political and military achievements were great. But after the fall of Assyrian power, there was great relief and people wanted to forget the cruel and inhuman government that existed in the country.

Learning Assignment

01. Write a note on the contribution of Sumerians in the Mesoptanian civilization.

02. Describe the Code of Hammurabi. Why is it so important? Are there any modern survivals of the ideas expressed in this Code?

03. Sketch briefly the legacy of Babylonia under the following heads:

    a) Administration (b) Art and architecture,
    (c) Learning and literature, (d) Science.

04. Discuss the salient features of the Assyrian civilization.

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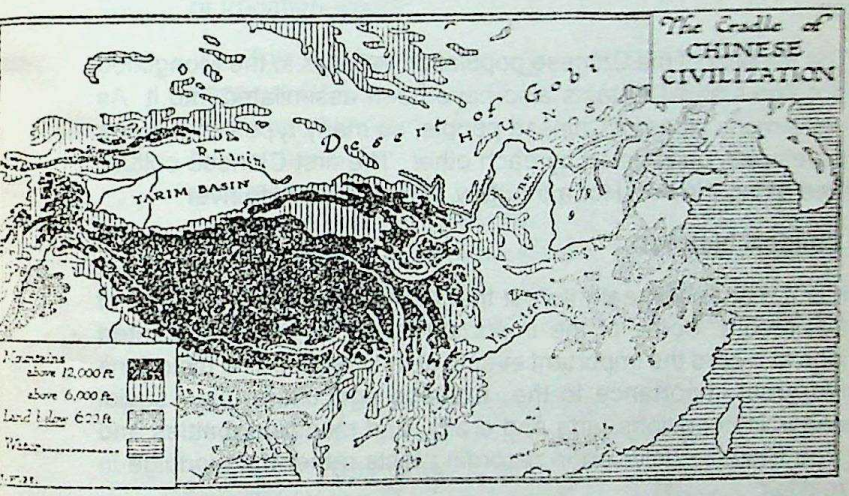
"The body of this empire has existed 4000 years without having undergone any sensible alteration in its laws, customs, languages or even in its fashions of apparce"

—Voltaire (1694-1770)

Chapter 24

THE CHINESE CIVILIZATION



24.01 Introduction:

China is a large and populous country in the south - east of Asia. The early history of China is shrouded in legends and incredible fossil remains of the 'Peking Man', (Sinanthropus Pekinensis) who lived in 500,000 years near Peking in China.

24.02 Geographical factors:

China is the most populous country in the world. The territory, which the population has occupied, is 1,500,00 sq. miles. It presents a unique topographical feature. It has broad deserts, high mountains, plateaus and rich river valleys. The three great rivers are the Sinkiang, the Yangtze, and the Hwang Ho (yellow). All these three rivers rise in the western highlands and flow eastward to join the Pacific Ocean.

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The source of the Hwang Ho river is the mountainous Tibet, and covers 3,000 miles, depositing fertile soil on its banks and thereby making it suitable for agriculture. The Hwang Ho is also called 'Yellow River', and also, 'the River of Sorrow', as it has changed its course many times over the years, causing heavy damage to the people.

The Chinese culture grew up spontaneously and in utter isolation because China is cut off from the rest of the world due to its physical features.

The majority of the Chinese population belongs to the Mongoliod race, but Turks and Tibetains also have been assimilated into it. As there were many types of Chinese people, so many types of cultures have developed, unassisted by each other. The first Chinese culture flourished along the Wei Ho, a tributary of the Hwang Ho river.

24.03 Political history:

It is a matter of great interest that the Chinese have a corps of historical record. Some of the important rulers of China appointed historians to record the important events of their reigns. The historians attached great importance to the Chinese agriculture, their social and economic conditions, arts and crafts, and medicine, battles and wars. The Chinese believed in recording facts rather than indulge in myth making.

i) *Shang Rule:* (1,766 - 1,122 B.C.) The early historic period started from the Shang Dynasty in the Hwang Ho valley, of which there are historical evidences. During the Shang rulers, China became a highly developed society, governed by hereditary rule. China could compare itself with the centres of other river - valley civilisations in ancient times. During this time they made progress in agriculture, glazed pottery, silk-weaving, magnificent bronze vessels and so on.

ii) *Chou Rule:* (1,122-225 B.C) After the fall of the Shang rule, it was superseded by the Chou, a neighbouring dynasty. The Chous preserved the excellence of the Shang culture. The Chou rulers were priest-kings, functioning as priests and as well as kings. According to J.E.Swain, "He was an appointee of heaven, but he could be dismissed

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when his people did not prosper". The Chou king was esteemed as god and considered as the 'Son of the heavens'. He appointed some important officers to aid and assist him. According to Prof. A.Z. Manfred, "There were three elders incharge of the three main branches of the state - affairs: finance, military matters and social administration, the latter mainly involving the organisation of irrigation works".

The power of the Chou rulers gradually declined like it happened in ancient Egypt— the feudal lords gained power and importance in a number of independent states. Nevertheless, the Chinese civilisation and culture progressed smoothly, not only in agriculture, industry and commerce, but also in education, learning and philosophy. China produced a number of great teachers like Lao-Tze, Confucius and Mencius. The art of writing had started during the Shang rule, but it developed fully in the Chou period.

iii) *Shin Rule:* The Chou dynasty was over thrown by Ts'in or Ch'in rule (a province of China). The name China comes from Ch'in. One of the greatest warriors of the Ch'in rule was Shi-Huang-Ti, (246-210 B.C.), who claimed to be the real successor of the Chou rule. Shi-Huag-Ti, (meaning "first universal emperor") crushed the power of the feudal lords who had only created chaos and confusion in the country.

Shi-Huang-Ti set up a strong central government by abolishing the local states with the help of a reorganized and strong army. He was responsible for a number of economic and cultural reforms. He cared to see that standard weights and measures, and currency, were used. The Chinese knew the art of writing since the days of the Shang rule, but it was fully developed with the help of pictures and sounds later on.

To check the blood-thirsty Huns from the north-western boarders, he constructed the famous, "Great Wall of China", one of the seven wonders of the world.

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According to J.E.Swain,"He chose capable and energetic citizens for important offices, and he ruled with the idea of giving benefit to the greater part of the people rather than to a selected few". With the death of Shi-Huang-Ti, the Shin empire collapsed and was over thrown by the Han dynasty.

iv) *Han Rule* : (206 B.C- 221 A.D.) The Han dynasty ruled China for more than four hundred years. Great achievements were registered in many walks of life. The greatest Han ruler was Wu-Ti (140 B.C. - 87 B.C.). He was not only a great warrior who successfully averted the ever-increasing danger of the Huns on the north-western frontiers of China, but defeated and later annexed territories like Korea and Manchuria in the north and Pamirs and Khok in Central Asia.

24.04 Trade and commerce:

The Han emperors had linked the major centres of trade in China with roads to encourage the development of trade and commerce. The Chinese merchants, for the first time, had brisk trade relations with India, Persia, Syria and the Roman Empire. The Chinese merchants exported silk, iron, china–ware, ivory etc., and in return imported glass, amber and precious stones. According to Dr. V.A.Smith, "The explorations of Sir M.A.Stein and other archaeologists have proved that the Khotan region in Chinese Turkistan was the meeting place of four civilizations—Greak, Indian, Iranian, and Chinese during the early centuries of the Christian era".

i) *Buddhism in China:* Buddhism was brought to China effectively by the influence of Kanishka (78 A.D.- 120 A.D.), one of the greatest rulers of the Kushan Empire of the north-west of India, where the frontiers of the Han Empire ended. The upper class people gladly embraced Buddhism.

ii) The literary works of Confucius which had been almost forgotten during the reign of Shi-Huang-Ti (246 - 210 B.C.), were revived by opening an 'Imperial Library'. According to J.E.Swain, "In the 'Imperial Library' at this time there were 3,123 volumes of the classics, 2,705 on philosophy, 1,318 on poetry, 2,568 on mathematics, 868 on medicine,

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and 790 on war".

China gave up its policy of living in utter isolation and maintained diplomatic relations with far-flung countries including the Roman Empire and the west-Asian countries.

There was all-round development throughout the country in arts, literature, science, trade and commerce and other related activities. Because of glorious achievements, the Han period is known as the 'Golden Age' and the Chinese feel proud even today that they are the 'sons of Han'.

24.05 The Social conditions:

The early Chinese society was stratified with emperor at the top and below the emperor were the intellectual class, merchants, artisans, peasants, slaves, and the soldiers occupied the lowest rung of the Chinese society. The nobles and priests enjoyed the utmost privileges but contrary to it, the most respected class was of the intellectuals. The merchants and the artisans were the favourites of the ruling class and got encouragement from them. Soldiers or army was generally composed of criminals, and bad elements of the Chinese society. Slavery, as in other cultures of the time, was common and the slaves were prisoners – of –war. The condition of the farmers was far from satisfactory. It is said, "The typical peasant was a 'resigned and needy insect', interested in little more than enough to eat. He was almost as much a part of nature, as the soil that he tilled and the animals that he kept".

The early Chinese women neither enjoyed high position in the society nor any importance and privileges. They exercised no direct social influence, and depended on the will of their husbands, fathers, or brothers. However, according to B.A.Rao "Instances of women occupying high posts during the reign of two empresses after the death of Tai Sung are recorded".

24.06 Their religious conditions:

The people in early China worshipped, 'Supreme Ruler', the Spirit of Heaven, their ancestors and spirits, and offered food, milk, fruits and wine to Heaven, so that good crops might grow, resulting in peace

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and prosperous life. The Chinese were concerned about death and believed that the dead had two spirits. One spirit accompanied the dead body and the other remained at the tomb of the dead person, and so he had to be given offerings.

However, three religious sects — Confucianism, Taoism and Buddhism flourished side-by-side and laid a deep impression on the early Chinese. The impact of the teachings of two great Chinese philosophers, Lao-tse and Confucius, are associated with Taoism and Confucianism.

K'ung Ch'i, or Confucius, (551-478 B.C.)

Confucius was born in an aristocratic family in the state of Lu (now in Shantung province) and was the contemporary of Mahavira and the Buddha. He was not a founder of a religion nor a reformer. In his own words, he was "not a maker, but a transmitter, believing in and loving the ancients". He was very concerned about the confusions and misseries, that existed in China. He came to be known as 'a Moral Philosopher'. The lawlessness and disorder really distressed him. Confucius was very eager to apply his political theories in his country, and he got this opportunity when he was appointed Chief-Magistrate of the city of Chung-tu. He put the government on proper rails by suppressing and removing the corrupt and ruthless officials. In a short span of time, he gave clean administration and controlled criminals. But very shortly he found that he was not liked by the selfish politicians, and in utter despair he had to leave his home only to attract the attention of those who would follow his ideas.

i) Confucius was primarily a social and political reformer, and was very humane by nature. He constantly asked his pupils to have respect and regard for the past, which in his opinion was the 'golden period' in the history of China. Confucius declared, "The proper aim of Government is the welfare and happiness of the whole people". However, he died at the age of seventy-three. Confucius left behind him voluminous literature, viz; the Book of History, Spring and Autumn Annals, Book of Odes, Book of Changes, and Book of Rites.

ii) *Lao-tse, (604-517 B.C.):* Lao-tse was another philosopher of China who was for a long time incharge of the Imperial

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Library of the Chow dynasty. He was primarily a mystic, thinker and writer unlike his contemporary, Confucius. Like Buddha, Lao-tse came to the conclusion that the root of all human misery was desire and greed, and one must control them. However, he became distressed to see the selfish and wicked nature of the people. The Chow rule was weak, and discredited Lao-tse. He left everything and retired a private life of recluse.

He wrote a book in two parts; one called, Tao and the other, Te. The book is now known as Tao-Te-Ching. His followers came to be called 'Taoists'.

H.G.Wells remarks, "North China, the China of the Huang-Ho River, became Confucian in thought and spirit; south China, Yangtre-Kiang China, became Taoist. Since those days a conflict has always been traceable in Chinese affairs between these two spirits, the spirit of the north and the spirit of the south; between (in latter times) Pekin and Nankin; between the official-minded, upright and conservative north, and the sceptical, artistic, lax, and experimental south".

iii) *Buddhism:* Buddhism was brought into China by Indian traders and missionaries during the Han rule. Buddhism had a great influence on Chinese cultural life, painting and sculpture.

Art, architecture and sculpture:

a) *Art:* The Chinese paid little attention to art though they had consolidated their long cultural development from ancient times. Professor Thorndike confirms about the Chinese art by reporting, "In art, the Chinese have preferred the picturesque to the monumental, in social life the ceremonial to the material. They worship their ancestors with continued funeral rites rather than with enduring tombs. China is not a graveyard like Egypt; it is an ancestral home".

b) *Literature:* Some remains dating back to 1,400 B.C., were discovered by the Chinese archaeologists. In the early times, the writing material used by the Chinese were bones

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with some writing inscribed on them. The writing was pictographic like that of Sumeria and Egypt. The Chinese also wrote on chips of wood or on linen paper. The Chinese language has no alphabet, no grammar, no parts of speech, and no spelling. The writing was a kind of drawing of the thing, which it described. For example, Chinese character for 'father' represents a hand holding a stick; for mother the character represents a woman with a broom; and a character showing two women standing together, means quarrel. Today there are about 40,000 pictographs, out of this lot, 600 pictographs are commonly put to use. The Chinese imperial court had a number of writers and poets. The five important classics are --

a) Ching or Book of Changes is a bunch of magic formulas, (Shangtimes).

b) The Shu Ching or Document Classic is a collection of political speeches and documents,(Chou times).

c) The Shih-Ching or Book of Poetry is a collection of 300 poems which the Chinese chanted at the time of sacrifices.

d) Tso Cuan is history of China dating from 722 B.C. –468 B.C.

e) 1 Li is Book of Etiquette, and is about various occasions of ceremonies celebrated by the early Chinese.

Besides classical literature, the Chinese philosophers wrote prose in the language of the people. The Chou rulers, particularly were great patrons of poetry, and the 'Book of Odes' is a master-piece of the Chou rule. It contains poems on subjects like religion, war, and love. In addition to the above-mentioned, a number of poets adorned the Chinese imperial court. Tu Fu's, Tai Li Lipp etc., became very popular. Ssu-ma Chien, popularly known as the Herodotus of China, wrote about the events at the court, the genealogies of emperors and tables of officials, the lives of important persons and also about administration, geography, astronomy, music and so on.

24.07 Sculpture:

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When Buddhism found its foothold in China, it encouraged the growth of sculpture of clay, stones and bronze, making a remarkable progress in producing various statues of the Buddha. The Chinese painting was very much influenced when they used the techniques of the Gandhara art.

The Great Wall of China is one of the most impressive Chinese architectural monuments, built by Shi-Huang-Ti who wanted to give peace and security to his people and land, by keeping out blood-thirsty invaders,viz; the Huns who had created disturbances and lawlessness on the north-western side of China. The Great Wall of China, a vast and gigantic achievement, is one of the seven wonders of the world. The wall is about 6,400 kilometers in length, and is made of gravel, brick and stone and it took a decade to complete it.

Confucuis and Lao-tse occupy an important and special place in the early Chinese literature.

24.08 Science and technology:

The early Chinese displayed a keen interest in science and technology. The Chinese mathematicians knew the theories of geometry, arithmetic and algebra. The value of π was calculated correctly to six decimal places. The occurance of eclipses was very accurately calculated in the time of Confucius. The Chinese improved their lunar calender, and it predicted ecipses correctly. The sciences of astrology and astronomy was fully developed. The Chinese priests were consulted on all important matters, who in return banked on astrology and astronomy. The Chinese had developed interest in the field of Chemistry. It is remarked here, "Chemistry grew out of search for the elixir of life. Water, fire, wood, gold, and earth were considered to be the basic elements. The Chinese scientists believed that life originated in water, and that man evolved from primitive marine life; also, after death, the body returned to the five elements".

The early Chinese made significant progress in inventing the lunar calendar, sun-dial, water clock and paper. Chang-Heng, a famous Chinese astronomer, mathematician, and a writer of the Han period, invented the first seismograph to record earthquakes. The Chinese were the first people to use gun-powder and invented the mariner's compass for soldiers moving on sea.

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24.09 Estimate of the Chinese civilisation:

Although Chinese lived for centuries in total isolation, yet they produced one of the finest river valley civilisations of the world. Voltaire (1694-1778), the great French thinker, remarked "The body of this empire has existed 4,000 years without having undergone any sensible alteration in its laws, customs, language, or even in its fashions of apparel". However, Chinese were at the top of humann civilisation, when the Greeks were uncultured and barbarians. The Chinese witnessed rise and fall of various governments, yet the development of culture continued under each ruler.

The social set-up is a unique picture, and the like of it has not been traced in other river valley civilisations. The huge galaxy of religious leaders and philosophers of China have never been surpassed even up to this time. The Chinese believed that philosophy was a second nature of the Chinese and their religions were their philosophers. Confucius, Lao-tre, Mencius, etc., were the greatest philosophers of their times, who wanted to bring about moral and intellectual regeneration in the Chinese society.

The Chinese achieved success in silk-weaving and porcelain; in agriculture and industry, in literature and religion, and in architecture and art. The Great Wall of China, and various irrigation projects are the living proof of their scientific and engineering skills. In short, the Chinese are not behind in contributing to the enrichment of world culture and civilisation.

Learning Assignment

Q1. Describe briefly the land and the people of China.

Q2. Trace the evolution of the Chinese Government up to 1279 A.D.

Q3. What part did Confucius play in Chinese history?

Q4. Why is the age of Han Emperors described as the 'golden Age' in China?

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"The immediate effect of the industrial revolution upon the countries to which it came, was to cause a vast distressful, shifting and stirring of the mute, uneducated, leaderless and ... more and more propertyless common population".

—H .G. Wells.

Chapter 25

THE INDUSTRIAL REVOLUTION

25.01 Introduction:

It was a French economist, Auguste Blanqui, who framed the word "industrial Revolution "to reflect various gradual social, economic and other changes emerging during the 18th and the following centuries. There ways a slow change from the home-run industries to power-run industries in England and these changes took place from 1740 to 1850. Later, the revolution went to different parts of Europe, covering the period from 1815 to the end of the 19th century. However, there is disagreement among historians and others to call this prolonged period of continuous changes as "Revolution". Many prefer to call it an " evolution", and others call it, "the transition of industrialism". However, the common agreement has been to call it the "Industrial Revolution."

The European countries, by and large, before the industrial revolution began, were backward, meeting their limited needs within their "domestic system". No movement of labour, no power- run machinery, no good communication and transport systems, and similar other factors were responsible to check the pace of progress. But with the beginning of Industrial Revolution in England, there were unprecedented changes in the lives of people. Their main pre-occupation was agriculture, which slowly transformed into an industrial setup. In the real serise of the term, this was not a revolution, accompanied by bloodshed, destruction, violence, abruptness and the like. But, it was a long process resulting in economic upheaval. Prof. C.D. Hazen observes," it had beginnings over two centuries ago... and it ought properly to be understood as continuing throughout the whole of nineteenth century...The industrial Revolution was a long, slow process of change..., we cannot say precisely when, and only ending

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recently, if indeed it had ended up."

It was fortunate for England to have all-around a favourable environment during the later years of the 18th century to allow the revolution in industries to occur and then gradually spread to different parts of Europe, mainly after 1815. The Industrial Revolution was followed by the Agrarian or Agricultural Revolution in England which brought new machinery, fertilizers, new crop-cultivation methods, large landholdings and so on to increase production, ensure capital gains, find new markets etc.

25.02 Effects of industrial Revolution on England:

01. *Trade and commerce:* With the rising pace of Agriculture Revolution in England, there was need for markets to sell their surplus product and exchange commodities on a large scale to meet public demand. Textile industry had marched ahead to produce cheap cloth, woollen goods and the like. A century later, cotton export made England considerably rich. Besides, the surplus food and labour, improved management of agriculture and availability of finances etc., were useful to industrial revolution. England witnessed growth in export and import. She imported those goods that she did not produce and these were tea, coffee rice, tobacco etc., and exported cotton goods to her colonies and other countries.

England overhauled her shipping industry to send her goods to various countries of Europe to earn great profits by capturing markets. She soon became "the mistress of the seas". Also, there was a gradual new economic order coming up in England, primarily through textile industry. With the growth in the industry the other exports were shoes, furniture, pottery, glass etc., which pushed ahead her profits and business.

02. *Change in domestic system:* Before the industrial revolution there existed the ' domestic system' of production working with his ordinary tools and using his own hands. But soon a cordial relationship was developed between the producer and the consumer by improving the craftsmanship with the aid of new machines and tools. The first to undergo

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rapid changes was the textile industry which saw Kay's flying shuttle, Hargeaves spinning jenny, Arkwoods' water frame, Crompton's mule, Elias Have's sewing machine, Whitney's machine and so on to increase production and trade.

The invention of the steam engine by James Watt was mainly responsible for economic transformation of England to maintain the benefits of Industrial Revolution. Manufacture of heavy machinery was made possible by the funds provided by the Bank of England.

03. *Improvement in transport sector:* England had few good roads. Sending goods or getting new material for industries by rivers and sea was not safe. But soon John Mc Admas, John Metcalf, Thomas Telford and others ensured considerable improvement in the art of road building. The result was that soon the number of roads increased, and they became safe and dependable. New waterways were opened, and thus import and export progressed.

Ship-building industry was highly improved and soon England's reputation as a naval power was established. The colonies founded by England served as markets for finished goods.

Canals and railways were equally developed to keep highways free and safe to face trade competition effectively. New water routes were dug in England to send its coal to far off places. The progress of England was so impressive that other European countries, and even the USA, invested heavily to create a net work of railway lines.

Steam power was first made use of to run ships and later on used for railway transport. Diesel engine was also invented to produce cheaper power for industrial growth.

04. *Communication services improved:* For the success of business, there was need for an excellent communication system. Faraday, Volta and Franklin— the three British researchers had already set the foundation of electric telegraphy. After 1845 telegraphic equipment was extensively installed, and soon there was a cable system

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laid between America and Europe.

Postal services were greatly improved and in 1875 the Universal Postal Union was established to develop an efficient and quick mail service globally.

More and more complicated machinery was invented to push ahead the pace of industrialization in England. With the facility of telegraph services, England received the latest, cheaper and quicker news from different parts of the world, which in return helped newspaper publishers to publish latest news to help the public and the State.

05. *Iron and steel industries* : England was blessed with a huge stock of mineral wealth in the form of iron and coal, the backbone of industrialization. Coal and iron production progressed by leaps and bounds. The result was that there was great transformation in the manufacture of steamships with regard to their number, size and speed. Old machinery was replaced by installing efficient machines made available by there being the plenty of iron and steel. It is, therefore, correctly said that the "age of steam was destined to be an age of coal and iron".

The Industrial Revolution witnessed bumper production of iron and coal which facilitated the multiplication of passenger and goods transport by steamships from England to various parts of the world.

06. *Mining and metallurgy industry*: The previous practice of using wood for melting iron etc., was replaced by the use of coal, freely available in the country. This helped England to save her forest wealth.

The researches of Thomas Newcomen, Hensy Cort, Derby, and others improved the conditions of work in mines. The steam engine came like a "turning point" to revolutionize industries in general. It was remarked that the "union of machinery with steam force multiplied tremendously the resources of mankind". The invention of Davy's Safety Lamp eliminated the danger of fires in the mines, which killed many miners in earlier days.

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The inventions of Bunsen gave electric light and in 1879 Edison gave incandescent light bulb to help mining workers. It made human life cheerful and comfortable

07. *Petroleum and rubber industry:* To meet the challenges of agriculture, there was need for operating farm machinery on gasoline. Actually petroleum came from the USA and other countries. The purification of crude oil was undertaken by England to meet her requirements.

Rubber industry developed slowly because there was gradual use of rubber tyres for vehicles and farm machinery, but much of the rubber came from different countries. Later manufacturing synthetic rubber was used for its long life and low cost.

25.03 Results of industrial revolution:

01. *Economic results:* The influence of Industrial Revolution was felt nearly on all aspects of life. As regards the economic results, it replaced the 'home-system' by the 'factory system'. It is true that there were factories in earlier Roman times, but Industrial Revolution of the 18th century in England was something marvellous. The factory system provided bread to larger number of people by enabling them to work in new power-run centres of production, giving rise to wage system. Large-scale production in factories resulted in concentration of labour force at those places where factories emerged with speed. The population of cities, where factories were established, increased rapidly and for instance, Manchester increased its population six times in just half a century. Besides, the migration of labour from villages and hamlets to cities and towns for work and wages, kept on increasing for a long time.

Supervision and division of labour was the heart of the factory system. The craftsmen became economically prosperous and industries began to become rich centres of investment.

Manufactured goods were exported which gradually overhauled the economic system of the country. The capitalists monopolized wealth which resulted in progress

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of industrialization.

New complicated machinery used in industrial production pushed the demand for new markets. It was asserted that the "entire world became a market place" for English goods to survive and increase the volume of trade.

England, improved her commercial system, which in return brought greater economic prosperity to the people.

Economic gains of England helped her to extend the benefits of her preceding Agricultural Revolution by employing modernised machinery, new farm techniques and technological progress. Application of new scientific experimentations and research findings further enhanced the prospects of greater all-round production and conferred greater economic blessings on the English.

02. *Social results:* The continued migration of people from the rural to the urban areas, gradually became a problem. Rapid increase in the population of cities brought hardships to factory workers. Poor sanitation, weak health care, and attacks of diseases made life miserable for the common factory workers and others. Child labour and women in place of men worked on petty wages, making life miserable for them. According to an estimate, more than 3/4ths "of the employees in the cotton factories in the 18th century were either women or children", overworked and ill paid, and working under unhygienic conditions.

The conditions of work in mines were worse as compared to the conditions in factories.

With the division of labour, a worker simply became "a mere cog in a machine".

Migrated people in England hunting for industrial jobs, soon realised that the demand for jobs was less. So, many people remained jobless, adding to their misery.

It is true that under factory system, the factory owners made a lot of wealth, industrialists became economically very rich, but the lot of the average worker was not good. Gradually the conflict between the capital and labour started and took a serious turn. "Great masses of men lived under conditions that were a disgrace to civilization".

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03. *Political results:* One of the positive results of Industrial Revolution was emergence and strengthening of the British middle class. Public representation in the British Parliament was remodeled to bring in representatives from new industrial towns. This led to the emergence of labour as a great political force. Soon two opposite groups in the society came up as 'haves and have-nots'.

The Industrial Revolution encouraged intellectual and cultural regeneration, pleading for healthy competition and general improvement in national wealth.

Research and development activities were accelerated to invent scientific methods of production, to establish laboratories, to manufacture improved automobiles, to produce news on mass scale, pressing cinema and radio for the general good and comfort.

Population increased rapidly and life expectancy of males went up. But unfortunately lust for materialism increased and spiritualism took a back seat in public life and dealings.

25.04 Conclusion:

The Industrial Revolution has been a blend of positive and negative results. It is correctly observed, "that new system spelled misery for multitudes". Prof. J. E. Swain remarks, "Practically everything that is known as modern can be traced to ... the Industrial Revolution... which started developments that were destined to effect almost everyone who lived afterwards".

According to the great French philosopher, M. Bergson",... the revolution, it has effected in industry has nevertheless upset human relation altogether... In thousands of years, when seen from the distance, only broad lines of the present age will be visible... the steam engine and the processions of inventions which accompanied it, will perhaps be spoken of as we speak of the bronze...of pre-historic times, it will serve to define an age".

Learning Assignment

01. What were the effects of the Industrial Revolution on the English life? Discuss briefly.

02. What were the main results of the Industrial Revolution on people in general? Explain clearly.

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"The French Revolution was a great event in the history not only of France and Europe, but also of mankind. It gave to humanity new ideas of liberty, equality and fraternity which have found their way in every nook and corner of the world."

—Kropotkin

Chapter 26

THE FRENCH REVOLUTION (1789)

26.01 Causes of the French Revolution:

It is absolutely true that no "country in Europe had undergone between 1789 and 1815 so sweeping and so vital, a transformation as had France." She gave birth to a great revolution, called the French Revolution of 1789, which bade good bye to the old subjugated form of society, demolishing the powerful monarchy.

However, there were many causes responsible for the French Revolution of 1789, and these are as follows:-

01. *Social causes:* i) Unimaginable inequality between the privileged and unprivileged classes was at the root of all trouble, discontent slowly was rising, and piling up over the years to burst in the year-1789. The privileged class represented hardly one per cent of the total population, with the king at the helm followed by nobles and clergy. It was believed that a "great noble is a man who sees the king, speaks to his ministers and who possesses ancestors, debts and pensions."

    ii) Income disparity between the two sections of society was horrible, leaving the peasants without food, drink, jobs earnings etc., forcing them to lead an extremely a miserable life. It was said that the nobility and clergy had each 1/5th of property in France, paying no-taxes and blessed with all the favours. Thus the common French man said, "the nobles fight, the clergy pray, and the people pay."

    iii) Landlordism was the bane of the French society and a source of nuisance for the unprivileged masses. Punishments, paying salt and road tax (at very high rates),

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allowing landlords to feed their pigeons, animals etc., on the crops of the peasants, and added to it, forced labour and the accomanying misery faced by the unprivileged people were enough for them to revolt against the system.

iv) The sufferings of the common man were increasing gradually, bringing them to the verge of starvation and deaths. It was said that " in France 9/10th of the population died of hunger and 1/10th of indigestion."

v) Besides, population growth, price rise, acute poverty, corruption, feudalism etc., were the enemies of the common masses. The whole nation rose in rebellion, J.C Harold observes, " The French Revolution was a general mass movement of the nation against the privileged class." Thus, it is evident that the " prevalence of inequalities was one of the important reasons for the great amount of dissatisfaction in France and helps to explain the momentum that the revolution acquired in a short time"

02. *Unhealthy administrative set-up:* i) The French administrative set-up was rotten. Louis XIV, the king of France in 1789 had declared earlier that " the sovereign authority is vested in my person, the legislative powers exist in myself alone." This shows his arbitrary rule and ignorance about the hardships of the common man.

ii) The court at Versailles was indulging in lavish pomp and show, discharging personal services to the king and his family, and the courties numbering 2,000 were busy in promoting their own interests, and never bothering about public good.

iii)The expenses of the king's table alone were as high as 208 million dollars for the year 1789, while the common man was becoming exceedingly poor.

iv) Legal system was in bad shape. 'Equality before law ' was not in practice. Punishments for the same crime varied from person to person. On this condition, Voltaire remarked "that a man travelling in France changed his law as often as he did post horses." There was no room for Habeas

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Corpus writ petition. The French Parliament (for judicial decisions) had become hereditary, breeding corruption and favouritism.

v) Taxation in France was a living example of gross inequality, where the clergy and the nobility were exempted from taxation, and absolute power was concentrated in their hands. The taxes were in fact of two types— direct and indirect. The clergy and the nobles paid no direct taxes on land and other property. Indirect taxes were stamp tax, tobacco tax, wine tax, salt tax and so on, collected through agents or bidders who were harsh and rude in their tax collections. It was estimated that about "50 per cent of the average man's income had to be paid in some form of taxes in France, till the beginning of the French Revolution."

vi) In weights and measures, their names and values differed from province to province.

vii) Local representative assemblies were existing in pre-1789 France to conduct administrative and other allied activities, but these places were absolutely conservative and anti-people.

03. *Incompetent successors of King Louis XIV:* On the death of Louis XIV, France was bankrupt. His successor, Louis XV, fell in the wicked hands of his two ministers. So, the king failed as a ruler.

Later, Louis XVI and Queen Marie Antoinette came to rule France. Louis XVI with all his good intentions, was not firm in his actions and his vacillation brought him his ruin. Queen Marie Antoinette had no sense of values and and she had no sympathy for her subjects. There was mounting public resentment against her. In her defeat in Seven Years War, she became the focus of French humiliation. Her own brother spoke ill of her conduct.

04. *The role of three French philosophers:* France much before the outbreak of the revolution in 1789, was blessed with three great philosophers; Rousseau, Montesquieu and Voltaire.

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i) Roussean was a very dominant philosopher and drunk with dynamic thinking. He wrote 'Social Contract' and said "Man is born free, but he was every where in chains". He cried, "Sweep away, therefore, all the false fabric of society, the world of ugly want and insolent riches, miscalled civilization, the oppression miscalled order, the error miscalled knowledge. Level its inequalities, repudiate its learnings, break its functions, shatter its chains."

Rousseau had his own concept of a State, which was free, equal and virtuous. He advocated the supremacy of the people who were part and parcel of the sovereignty. He had lust for liberty. He was extremely forceful in presenting his philosophy and it ignited the minds of people to fight for a secular, secure and salvationed society.

ii) Another great son of pre - 1789 French soil was, a brilliant lawyer, Montesquieu, with a command on the special style of argument, history, and working of human institutions. His writings carried weight and reached the length and breadth of France. His arguments shook the foundations of the Ancient Regime in France by pleading for a constitutional form of government.

Montesquieu strongly advocated liberty and equality of the common man. He produced a master piece, called "The spirit of Law" after twenty years of hard work. It is incorrect to say that Montesquieu's writings were just flights of fancy, but they presented a sad commentary on the state of affairs in the despotic regimes of pre-revolution France.

iii) The third great revolutionary was Voltaire, who was gifted with an artistic and appealing pen. He strongly attacked the French Church and said "worship God, and be a good man". Acidic criticism of Voltarie carried great weight and influence with the people.

He wrote "plays, poems, philosophical tales, satires. history, essays" etc., for 25 long years for his people and became "the intellectual ruler of his age."

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Voltaire earned the name of "King Voltaire" for his mastery over European history and institutions. He soon rose to become 'a pillar of cloud by day and fire by night', pleading the cause of the downtrodden.

The three great French philosophers had their own contribution in the emergence of the French Revolution. David Thomas observes, "They did not preach revolution...They made men more ready to question the whole foundation of the old order".

05 *Financial causes*: i) One of the serious problems of France was increasing financial bankruptcy. It is observed, "The fiscal causes lay at the root of the revolution".

ii) During the rule of Louis XIV many wars were fought which exhausted the treasury of France, leaving masses in economic straits.

The clergy and nobility hardly contributed to the financial strength of the country and the burden of taxation fell on poor peasents. It brought a lot of indignation to masses against the rich who had 40 percent of the country's wealth in their control.

iii) Many experiments were tried to improve finances. Turgot was made the Controller of Finance by Louis XVIs order. He was successful in arresting useless expenditure, but he earned the ill-will of those who did not benefit from it. They in return managed to throw him out of the job, and it meant various financial problems for the king. Later Necker, who was a banker from Geneva, replaced Turgot. He published a financial report showing how French money was wasted.

iv) The next person to improve finances was Calonne, who encouraged borrowing money. This policy worked well, but soon he had to go. Then, another person came as a treasurer to improve finances, but all in vain. The king sought the help from the Assembly of Nobles; they did not oblige him. The king failed to save the country from the worst financial crisis. He failed to seek help from the

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Estates-General and the French people began to realize that the financial bankruptcy was its worst enemy. The national debt kept on increasing. So there was a serious outburst of discontent in the form of a revolution of 1789.

26.02 Who were the real makers of the French Revolution?

It is generally argued that the multitude of French population was the real maker of the French Revolution, but this is not correct . The masses were illiterate, poor, weak and emotional. Prof.. Hearnshaw believes that the peasants were comparatively better-off than the then peasants of Russia, Poland, Spain, Germany etc. Their main resentment was that they had no political power. Actually they had neither the brains nor the capacity to bring about a revolution.

The actual makers of the French Revolution were the enlightened middle class with brains, money, influence and education; they provided direction to the peasants to precipitate the revolution in 1789. This class was drunk with the readings and philosophies of the French philosophers, and were accordingly influenced to join their hands with the masses to bring about the revolution at the appropriate time.

26.03 Why the Revolution broke out in France and not in other countries of Europe?:

The prevailing conditions in France were very bad as compared to those conditions then in European nations. To begin with, feudalism was at its worst in France. Feudal privileges were a great irritation for the peasants. Feudalism had gradually become inactive and a burden for the nation, while European feudalism was active and alive. There was increasing indignation showered on the French feudal system by the majority of French people.

Secondly, France was blessed with an enlightened middle class, other European countries lacked this. They provided leadership, money and following to take the revolution to its ignition point. Rousseau, Montesquieu and Voltaire influenced masses in their own ways and prepared them mentally to be ready for any sacrifice in their revolt against the authority.

Thirdly, the worst type of economic distress faced by the French people was very unbearable. For example, the annual income of pre-1879 France was less than the interest she paid on the national debt.

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This was not the state of affairs in any European country on the eve of French revolution. Public grievances were at their peak and sufferers were waiting for proper direction and guidance to build their courage to revolt against the system.

26.04 Conclusion:

From all these facts, we conclude that conditions in France were very favourable for the revolution of 1789 and it was not the same in other European countries, particularly in western Europe. The words liberty, equality and fraternity resounded on the French soil—depicting the eagerness of the common French people to revolt. The spirit of patriotism was influenced by the people meant to sacrifice their lives to save France and create a great nation after the Revolution.

Prof. Ramsay Muir remarks that "the gigantic upheaval of the French Revolution and the long wars to which it gave rise... was a world-revolution which began in May 1789, and not merely a French revolution.... but a bold attempt to reconstruct human society in accordance with the theories of right."

Learning assignment

Q.1 What were the causes of the French Revolution? Discuss briefly.

Q.2 Why did the revolution break out in France (1789) alone, and not in any other European country? Give reasons.

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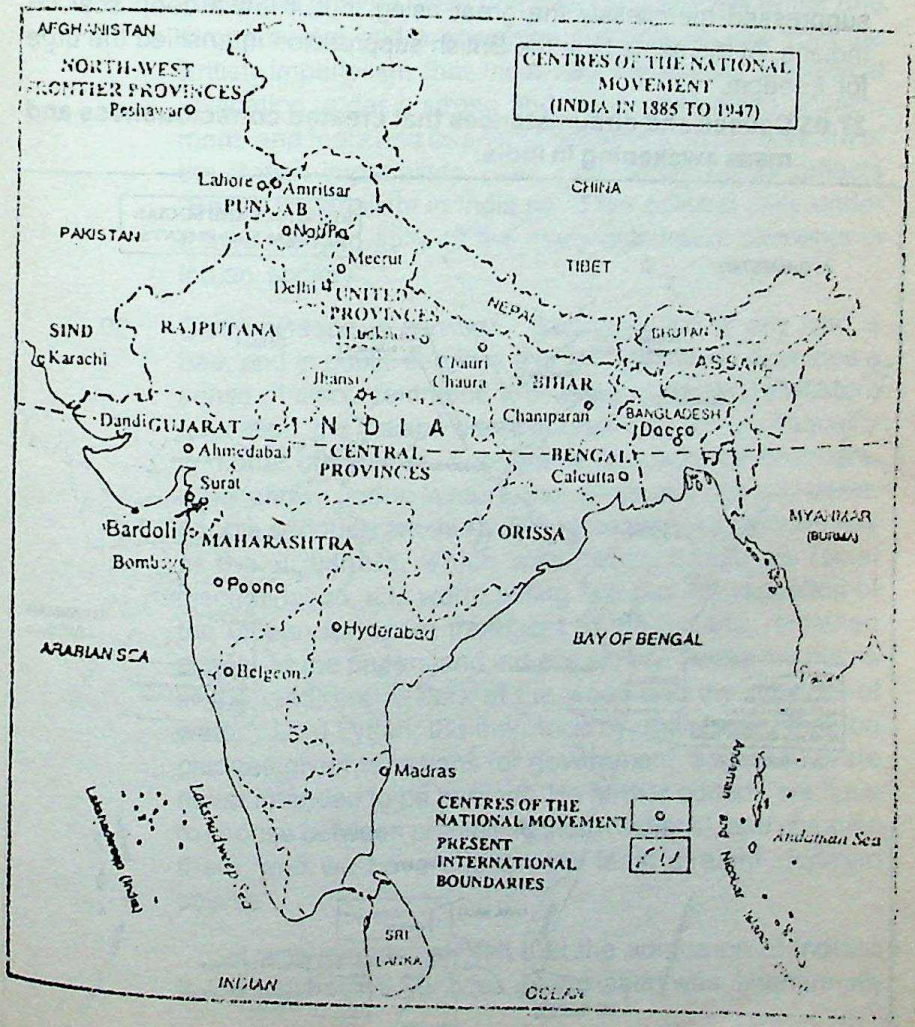
"Gandhi's contribution to Indian politics has been immense... When we were feeling utterly helpless, he made us realise our own strength through truth and non-violence"

—Dr. Rajendra Prasad

Chapter 27

INDIA'S FREEDOM STRUGGLE (1885-1947)



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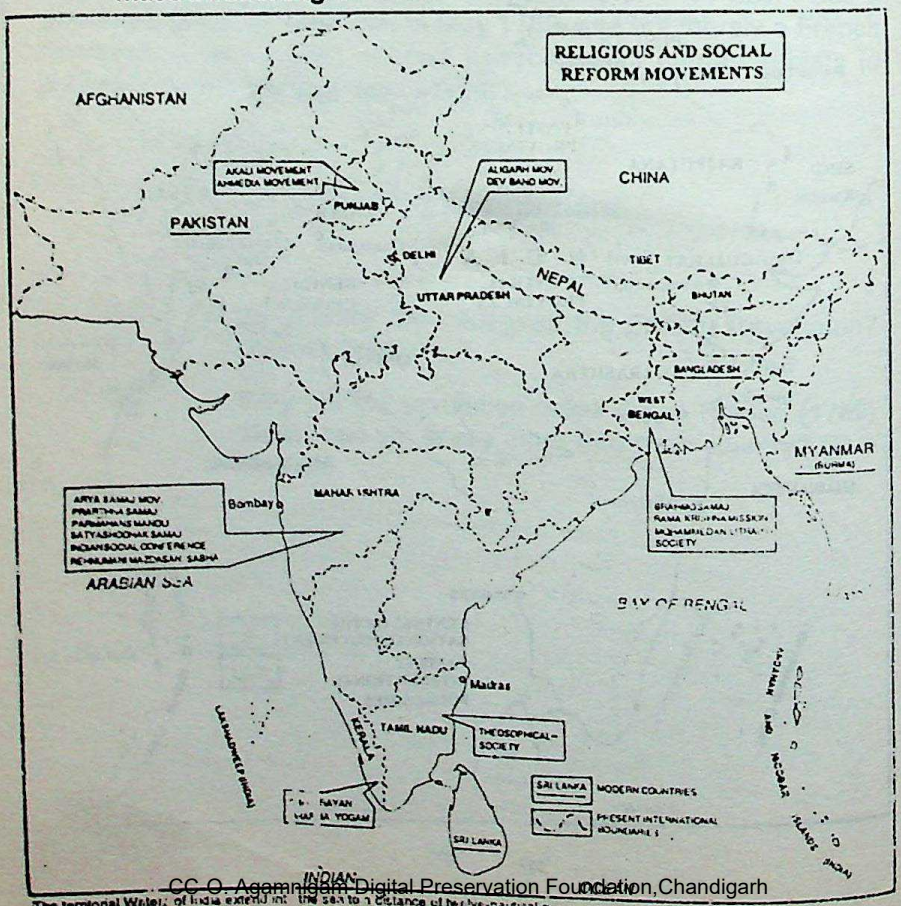
27.01 Introduction:

The origin and growth of the nationalist movement in India is traced to the great uprising of 1857—an event ridiculously described by the Occidentalists as a mere 'Sepoy Mutiny', but the Orientalists called it 'the First War of Independence'. Although it was suppressed with a cruel hand, yet its consequences were far reaching. It shook the British Government and Queen Victoria, and they admitted the 'Omissions and Commissions by the English East India Company', which had been established in 1600 A.D. However, the government suppressed mercilessly the great rising, but it left a deep scar on Indians. At the same time the British suppression intensified the urge for freedom.

27.03 Causes and circumstances that created consciousness and mass awakening in India:



The territorial Waters of India extend into the sea to a distance of twelve-nautical miles measured from the appropriate base line

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Indian national movement can be divided into three phases: i) 1885-1905, ii) 1906-1919, and iii) 1920-1947. In the first phase the Indian National Congress, which was established in 1885, was dominated by the 'moderates'. In the second phase the 'extremists' emerged victorious and the third phase is known as the 'Gandhian Era'.

Causes:

01. *British Imperialism :* For the first time under British rule the whole of India was conquered and brought under one strong centre and a sovereign authority. It was from the British imperialism that India had the benefit of political unification under a strong and highly centralized government, and India and its people became a helpless victim of the British imperialism. Here Prof. Moon rightly reflects "British imperialism in India gave her political unity under a third party in spite of the many discordant elements in Indian society".

02. *Discrimination in services :* Discrimination of any kind is bad, and in public services it is worst because it creates a sense of discontentment. With the spread of the western education, the Indians were not treated on terms of equality in matter of services. Foreigners, specially the Britishers, were shown undue favours, though equally capable Indian people seriously felt this insulting treatment and monopoly of the Britishers, which was purely based on racial discrimination. It is worth noting that the Proclamation of the Queen for better treatment to the Indians, remained simply on the papers and Indians simply, " were the helots of the land, the hewers of the wood and the drawers of water". Lord Lytton, the then Viceroy, maintained that the pledges given to Indians for government services " were never intended to be carried". He further added, "we have to choose between prohibiting them (Indians), and cheating them, and we have chosen the least straight forward course".

It was increasingly felt that the admission of Indians to the Indian Civil Services examination was intentionally

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made difficult by holding the examination in England and fixing the age of entrance at 21 years. Inspite of these hurdles, some Indians certainly succeeded in qualifying the examination, but they were debarred from entering the service on one pretext or the other. After the rising of 1857, the Britishers had a very low opinion of the Indian character. They took pleasure in calling the Indians "creature of an inferior breed, half Gorilla, half Negro".

03. *Socio-religious movements:* Socio-religious movements such as the Brahmo Samaj founded by Raja Ram Mohan Roy, the Arya Samaj by Swami Dayanand Saraswati, the Theosophical Society by Mrs. Annie Beasant, the Rama Krishan Mission by Swami Vivekanand and so on prepared the Indian soil for the growth of vigorous Indian nationalism. Raja Ram Mohan Roy kindled the fire of nationalism and turned into a flame by Keshav Chandera Sen. Raja Ram Mohan Roy was a great lover of liberty, which according to him, was indivisible. He was very much impressed by the French Revolution. It is said that he gave a public dinner in the Town Hall of Calcutta as a mark of joy at the imposition of constitutional government in Spain.

Swami Dayananad taught the people of India, the lessons of self-confidence and faith in the future. He reminded them of the glorious past of India. Col. Olcott has rightly said that Swami Dayanand exercised, "great nationalizing influence upon his followers" while Annie Besant said, "it was Dayanad Sarswati who proclaimed India for the Indians".

Vivekanand preached his gospel to the world in foreign lands that India was a spiritual teacher of mankind, and India has the capacity to conquer the world with her spirituality. With its soci-religious backing, the majority community of India became the torch bearer of India's unity, integrity and freedom. About Swami Vivekakand Neveditta says, " The queen of his adoration was the mother land"

Likewise, the Prarathan Samaj and the Theosophical

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Society also contributed a lot in awakening self-respect and nationalism among Indians.

04. *Black measures of Lytton:* Lord Lytton during his viceroyality followed a repressive policy ruthlessly, which roused political discontent. He abolished the import duty on British cotton goods, with a view to help the British manufacturers and crush the Indian textile industry which was still in its infancy. The Arms Act was another black measure which outraged Indian opinion. While the Europeans were allowed to keep arms freely, the Indians could not do so without a licence. In the words of Surendra Nath Banerjee, the Arms Act " imposed upon us a badge of racial inferiority". Further, in order to gag the Indian public opinion, Lytton passed the notorious Vernacular Press Act. The Act required the editor of a vernacular newspaper to execute a bond undertaking that he would not publish any matter which would incite feelings of dissatisfaction against the Government. This Act had an adverse effect and the people started a regular agitation from platforms and the press. Lord Lytton had made unsuccessful invasion on Afghanistan and had burdened the Indian exchequer with its heavy expenditure. These measures made him very unpopular and accelerated the nationalist movement.

05. *Economic distress of the Indians*: India was a land of plenty and prosperity. But under the British domination, she had been reduced to ignominous poverty. The entire machinery of the Government, both at Home and in India, had one single purpose to make the economy of India sub-ordinate to the British interests. The British bureaucrats and officials working in India, proved to be very heavy drain on Indian resources. The economic system was adjusted to the needs and the requirements of the people of England. In 1880, Sir William Hunter said, "there remained millions of Indians who go through life on insufficient food". There were recurring famines because of the failure of the monsoons. In 1876-78, a very severe famine occured in Madras, Bombay, Mysore, Hyderabad and some parts of the Punjab and Central Province. The famine was followed by cholera

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and fever. In 1877 the famine, "was a calamity unprecedented in its intensity within the memory of living men". More than five million people perished in this calamity, and the Government was un-effected. On the contrary, Seton Kerr, a Secretary to the Government of India, spoke of the "Cherished conviction which was shared by every Englishmen in India, that he belongs to a race which God has destined to govern and subdue". The appalling poverty of the masses was a direct result of the foreign rule and gradually the people began to voice their protest against it.

06. *Effects of western education:* Lord Macaulay introduced western system of education in India with the object of producing cheap clerks and black Sahibs. Before the coming of the English, there was no common medium of communication between one part of the country and the other English, the language of the rulers, provided the link and produced a new bond of political unity. There was one more good effect of this system of education. When Indians read Mill, Burke and others, the English language revealed to them the blessings of modern science and technology, providing guidance to remove poverty and achieve economic prosperity. The American War of Independence, the French Revolution, liberation of Italy and unification of Germany served as living examples for Indian patriots to seek freedom from foreign rule. Thus, English language acted as a lingua franca of the intelligentsia in India.

07. *Improvement in the means of communication:* To strengthen their well-knit system of Government, the British had introduced railways, post and telegraph, telephone, and automobiles in India. All these things were a blessing in disguise as these things increased contacts between the people which lead to the growth of a sense of unity and sympathy, and gave birth to Indian nationalism.

08. *Ilbert Bill controversy:* Ilbret, the Law Member of the Executive Council of the Governor-General introduced a bill in 1881, known as the Ilbert Bill. Before this Bill was introduced,

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the Indian Magistrates could not try the cases in which Englishmen were involved as the accused, though Bombay, Calcutta and Madras were an exception to this practice. The object of the bill was to empower the Indian Magistrates to try cases anywhere in India, without any exception, in all such cases where Englishmen were involved as accused. Lord Ripon was in favour of the bill since he was anxious to abolish once for all any traces of distinction, and confer upon all Indian Magistrates the power which their brethren already enjoyed in Bombay, Calcutta and Madras. A fierce agitation against the bill was immediately started by the European community who called it as a Black Bill. Ultimately a compromise was arrived at, which suited the Europeans. Surender Nath Banerjee remarks "it revealed the grim nakedness of our political status", and accordingly, "no self-respecting Indian could sit idle under the light of that revelation. It was a call to high patriotic duty to those who understand its significance".

PHASE I

27.03 Birth of the Indian National Congress 1885:

Various explanations have been given to focus the reasons which led to the birth of the Indian National Congress (I.N.C):

01. One of these is, "save the British Empire Theory". Those who supported this theory, argued that the Congress was the child of the British Raj and that it was organsied by the ex-civilian officials to save the British Empire from another revolt. The British officials sought the active support of the educated Indians to delay the occurrence of a revolution like the Revolt of 1857.

    Wedderburn and Lajpat Rai supported this theory. According to them, Mr. A.O. Hume had an intimate knowledge of the Indian affairs, and knew what was going on below the surface. Hume, an ex-I.C.S. Officer, while in service, had the opportunity to anticipate the coming events. He therefore, organised the Indian National Congress, which was to act as a "safety valve", otherwise he had no love of liberty and independence for the Indians.

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Hume was convinced that he could succeed in his mission with the active support of the leaders of the time.

02. Prof. Sunder Raman has supported the same theory, but with a different explanation. According to him, Dufferin persuaded Hume to stay on and work in India rather than go back to England. Dufferin on the other side suggested Hume that he could confine the Indian agitation, if any, by starting a national organisation with the support of the Indian leaders

03. There is a yet another theory connected with Hum's fear of a rebellion of the peasants of northern India. Hume had come to know of the imminent calamity while he was a member of the Indian Civil Service through the secret reports from the C.I.D. To avoid such calamity, he wanted to come closer to the Indian people.

04. The view of Dr. Nanad Lal Chatterji is that the, "Congress was founded in fact as a precautionary move against an apprehended invasion of India". The relations between Russia and Afghanistan were very strained over the question of Panjdeh and there was a danger that Great Britain be involved in it. The fear of Russian advance in Central Asia worried the Government of India and the Indian people. March 1885 saw that the Russian danger was at its peak. Hume hurriedly met the viceroy and explained to him his proposal of organising the Indian National Congress to get the support of the Indian leaders and also to remove the fear from their minds. Thus, the Russia-phobia played its part in the creation of the Indian National Congress.

Whatever the cause of the formation of the Indian National Congress, the educated Indians aspired for the Indians what the British owned in their own country. The spirit of English language, literature and philosophy highly impressed the Indians. The English language not only enabled a person to get a job in the civil service, but also the link language provided exchange of ideas. So an All India Association was started by Surrendra Nath Banerjee in 1876 followed by the establishment of National League

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in Bengal and the Madras Mahajan Sabha. But it was in 1885 that the first political association, the I.N.C. was established.

On December 28, 1885, seventy Indians hailing from various parts of the country, representing different communities, met in Bombay on the invitation issued under the joint signatures of A.O. Hume and Surrendra Nath Banerjee. The meeting was presided over by W.C. Banerjee, a leading barrister of Calcutta. The President laid down the following objects of the Indian National Congress:-

01. The promotion of personal intimacy and friendship amongst all the more earnest workers in our country's cause in the various parts of the Empire.

02. The eradication, by direct friendly and the personal intercourse, of all possible race, creed or provincial prejudice amongst all lovers of the country, and the fuller development and consolidation of those sentiments of national unity that took their origin in our beloved Lord Ripon's ever memorable reign.

03. The authoritative record of the matured opinions of the educated classes in India on some of the more important and pressing social questions of the day.

04. The determination of the methods by which, during the next twelve months, it is desirable for politicians to labour in public interests.

As regards the functions of the Indian National congress, the viceroy wanted that, "It should play the role of His Majesty's opposition in England...to point out to Government in what respect the administration was defective and how it could be improved". Lord Dufferin invited the delegates to the second session of the Congress to a garden party at the Government House. The Governor of Madras followed the example of the viceroy and invited the delegates of the third Congress to a party when it met in Madras. But after

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the third session in 1887, the Congress met with disfavour of the Government.

05. *Policy and programme of the Congress during 1885-1905:*The people who founded the Indian National Congress in 1885 were definitely pro-British. They believed that the British Government was for the benefit of both the countries. These people wanted to strengthen ties between England and India. They had deep faith in the fairness of the British people and their sense of justice. They believed that they could move the British people to do justice to India by placing before them true facts about the conditions prevailing in the country. They asked for favours such as providing opportunities of education, giving high public posts to Indians, and bringing reforms in the administration. They also aimed at creating unity among various communities and sections of Indian society and weld them into one nation. This group of the Congress is known as the 'Moderates' who believed in loyalty to the British Crown. The Moderates, from time to time, made a clear admission of this loyalty. Dada-bhai Nauroji has observed : "Let us speak out like men and proclaim that we are loyal to the backbone; that we understand the benefits the English rule has confered upon us". The Moderates asked for reform in the administration and started constitutional agitation. They believed in patience, steadiness, conciliation and union. Here Surendranath Banerjee remarks, "The triumphs of liberty are not to be won in a day. Liberty is a jealous goddess, exacting in her worship and claiming from her votaries prolonged and assiduous devotion".

The Congress under the Moderates demanded constitutional reforms and believed that their main job was to educate the people, to arouse political consciousness and to create a united public opinion. Holding of public meetings was a common phenomena. To criticise the Government in the meetings and through the press, was a common routine. They

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submitted petitions to the Government, to the officials of the Government, and also to the British Parliament to enlighten the British public opinion.

The second main object of the Moderates was to seek, "Wider employment of Indians in higher offices in the public service and the establishment of representative institutions". Surendranath Banerjee remarked, "They lay at the root of all other Indian problems. If power were vested in us to legislate and to control the finances and to carry on the administration through and by our men, in accordance with the principles laid down by our representatives, we should have self-government in the true sense".

The Moderates organised a powerful all India agitation against the tariff duties on imports and against the imposition of cotton excise duties.

The Moderates also criticised the Government for the growing poverty and economic backwardness, and blamed their wrong policies. They also found fault with the Government.

PHASE II

27.04 Growth of Extremism in India:

01. *Extremists:* The extremists were a group of people in the Indian National Congress who had no faith in the good intentions and love of justice of the British rulers. They believed that the British were not in a mood to make a gift of Swarajya to Indians. On the other side, the extremists organised public meetings and circulated pamphlets to incite the people to demand the redressal of their grievances. A similar campaign was organised in England by Dada-bhai Naoroji with the sympathy and support of well-meaning Englishmen. The Government of India, viewed this development with alarm and it felt that the Congress was fast becoming a seditious organization and it should be curbed. Thus, the policy of repression began.

The Extremists believed in the policy of plunging

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themselves into struggle against the foreign rulers to win their right of governing their own land. They had to fight on two fronts, viz., against the British rulers on the one front and against the Moderates on the other front. The Extremists could not feel satisfied by minor reforms in the administration. They wanted total reforms, viz., the attainment of Dominion Status as enjoyed by the self-governing constituents of the British Empire.

The programme of the Extremists was to carry on constitutional agitation for the attainment of their objective. They were convinced that the Indian problem was not only a political problem, but it involved economic questions also. They believed that if the economic interests of the British were hit hard, they would be forced to come to terms with the people of India, and try to satisfy their aspirations. Therefore, the Extremists adopted the two-fold programmes of the boycott of British goods and the use of Swadeshi and country-made goods. The Extremists brought themselves into contact with the masses to increase their mass support, and thus overwhelm the foreign rulers. They made the people stand on their own legs, and created among them the qualities of self-reliance and self-help. The Extremists adopted the following steps in their method of struggle:-

1) They started the Swadeshi Movement and popularized the same throughout the country, and thus it became an All India movement. This encouraged Indian industry and trade.

2) They boycotted the use of British goods, which was sure to hit the British commercial interests and pose a problem for the industries and trade of England.

3) They did not keep the political agitation limited to the educated people alone, but created contacts with the masses of India and made them participate in the Congress activities. For popularizing Congress, they took recourse to religious reforms. Political propaganda was made through religious festivals from religious platforms.

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4) They opened national educational institutions for imparting love of the country to the students along with the routine education.

Most of the talented leaders of the Extremists gave up jobs for the service of the country and sacrificed their everything for the noble cause. Thus, they won the hearts of their countrymen, who worshipped them as gods.

02. *Partition of Bengal:* Lord Curzon (1899-1905), and the British Government in India said that Bengal was a big province. It included Bihar and parts of Orissa, and had a population of over 78 million people. To disrupt the unity of the Bengalis, who were in the front rank of the nationalists, Curzon's Government decided to partition Bengal. Apparently it was done as a matter of administrative convenience, but really the aim was to drive a wedge between the Hindus and the Muslims. In spite of strong opposition and widespread protests, Curzon's Government did not listen to reason. On the other hand, the partition was enforced under the threat of British bayonets, and inciting the Muslims of East Bengal to perpetrate every kind of atrocity on the Hindus. The Hindu shops were looted, their homes burnt, their temples desecrated, their widows carried away and their young women raped. All this was done under the nose of the East Bengal Government, and with the connivance of its Lieutenant-Governor, Sir Bampfylde Fuller.

The partition of Bengal shook the entire country with indignation. "This is how Extremists are created", observed Gokhale. The Bengalis carried on a strong agitation for the annulment of the partition and organised the Swadeshi movement. The Partition of Bengal of 1905 is also linked with the international developments---the British reverses in the Boer War, the unexpected Japanese victory over Russia in 1904-05– sent a thrill of pride in Asia, and it was hailed by the Bengali press.

With the partition of Bengal in 1905, there arose a powerful national movement in the country. According to

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V.D. Mahajan,"The question of partition of Bengal got merged with the question of Indian freedom". Protest meetings, huge processions and bonfire of foreign goods became a daily feature of the Bengalis. The old and the young, even school-going boys, all participated in the agitation and the Government became panicky. The Government felt it necessary to assume greater powers to crush the nationalist up-surge. The school lads were indiscriminately arrested and sent to jail. Singing of 'Bande Mataram' in the schools and public places was prohibited. These repressive steps intensified the agitation. The "Partition Day", the day on which the partition of Bengal took place, was observed as a day of national mourning and humiliation. The Extremists called upon the people to offer sacrifices at the altar of the Motherland. Lajpat Rai told his countrymen, "If they really cared for the country, they would have to strike the blow of freedom themselves". Gokhale observed, "Young men were beginning to ask what was good of constitutional methods, if it was only to end in the partition of Bengal".

03. T*he Home Rule Movement:* In 1907, there was a split in the Congress and the Moderates parted company with the Extremists. The split created a gulf between the Extremists and the Moderates. Tilak, the leader of the Extremists, had toured Bombay Presidency in order to preach the message of patriotism. In his speeches he compared the Moderates, "to Shivaji's father, Shahji, who always used to advise his son not to take up arms against the mighty Mohammedan monarchs of the Deccan. But Shivaji, who can be compared to the Extremists of the present day, gave a new turn to events". He used to say, "We are masters of our fortunes and can govern them if we only make up our minds to do so, and Swarajya is not far off from us. It will come to us the movement we learn to stand on our own legs". Tilak raised the slogan, "Swarajya is my birth right. I will have it". The Government could not remain quiet in the face of a stir created by the Home Rule Movement, and it decided to curb the activities of those leaders who were in the forefront of the movement. So the leaders of the Extremists were mercilessly suppressed and sections 124A and 153A

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were added to the Indian Penal Code to meet the situation. Tilak was arrested, deported to Mandalay jail where he remained from 1908 to 1914.

Tilak was released in 1914 and by that time there was a change amongst the Moderates towards him. Tilak too, wanted to compromise with the Moderates and Gokhale even started negotiations. At this juncture, Mrs Annie Besant put forward her Home Rule proposals which generated a good deal of heat. A resolution of self-government was passed. It was the victory of the Extremists.

04. *Mrs Annie Besant and Bal Gangadhar Tilak:* They started the Home Rule Movement in 1916, the former at Madras and th latter at Poona. Mrs. Besant was an English lady, who had adopted India as her home; she was influenced by the Irish Home Rule movement. She declared, "I am an Indian Tom waking up all the sleepers so that they may wake for their motherland". She preached that." India claimed the right, as a nation, to justice among the people of the Empire. India asked this before the war". She maintained, "India will ask it after the war, but not as reward, but as a right... On that there must not be a mist-ake". Mrs Besant was not an enemy of the British Empire, but while disapproving the methods of the revolutionaries and the terrorists, she did approve the methods of the Moderates. Her aim was to get self-government for the Indians.

Mrs. Besant's call excited the political atmosphere of the country and the Home Rule Movement spread throughout its length and breadth. The movement reached its peak in 1917, when the Government directed its repressive policy to crush it. Finally, Mrs. Besant, and others were interned.

05. *Origin of the Muslim League:* The British rulers of India from the beginning had followed the policy of 'divide and rule'. First, they successfully set-up one dynasty against the other, and ultimately the traders became the masters. After the Mughal Empire was completely destroyed, they first set the Hindus against the Muslims and then, the Muslims against the Hindus by arousing communal

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bitterness between the two communities.

After the revolt of 1857, when the Hindus and the Muslims had joined hands in the pursuit of a common cause, the Muslims alone were held guilty for revolt and they were held responsible for all the horrors and calamities of which the Englishmen were the victims. Anti-Muslim policy was accordingly pursued. And all through these times, the Hindus received all the favours from the British. At this point of time, the seeds of Muslim communalism were sown.

The Muslim League was founded in 1906 by a group of Muslims who were at the beck and call of the British Governemnt. In its early career, the Muslim League was given government patronage in various ways. The Muslims were given representation more than their due share. They were given special facilities of recruitment in public services. Muslim institutions were given liberal grants.

In 1912, there was a change in the attitude of the Government towards the Muslims. The partition of Bengal was cancelled and the policy of providing special facilities to the Muslims came to a standstill. The Muslim League then turned to the Congress and through the good office of Mrs. Annie Besant, a repprochement was made between the two political parties. The Lucknow Pact was arrived at, and both the Congress and the League made a united demand for the early establishment of the Dominion Status

The First World War of 1914 shocked the Muslims of India. The neutral attitude of England in the Turco-Italian and Balkan wars created an impression amongst the Indian Muslims that there existed a great conspiracy of the Christian powers against Turkey, which was regarded as "the sword arm of Islam". A medical mission from India was sent to Turkey which was symbolic of India's sympathy with Turkey.

The goal of the Congress and the League, thus became more or less the same. In the War of 1914, Turkey became the ally of Germany and it provided a further impetus to the two organizations to come nearer to each other. At the

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1914 session of the League, quite a good number of the nationalist Muslims attended its deliberations and all the speakers laid stress on communal harmony. The Congress repeated the same at its 1915 session held at Madras. In 1915, the Congress and the League held their sessions at Bomaby at one and the same time. It was here that the Congress and the League resolved to co-operate together and formulated a common scheme of Post-War Reforms.

In 1916, the Congress and the League held their annual sessions at Lucknow. Both, the League and the Congress, passed resolutions declaring that the time had come when India should be granted self-government. The Congress and the League also adopted, at their respective sessions, the common scheme, popularly known as the Congress-League. Scheme or the Lucknow Pact, 1916. Its main features were:

1. The Congress agreed to the continuance of separate electorate for the Muslims.
2. Self-government with responsible institutions were to be established at an early date.
3. The provinces were to be made free, as much as possible, from the control of the Government of India in matters of administration and finance.
4. Four-fifths of the members of the Central and Provincial Legislatures were to be the elected members and the remaining one-fifth nominated.
5. All resolutions passed by the Central and Provincial Legislatures were to be binding on the respective governments unless they were vetoed by the Governor-General.
6. The Central Legislature would have no competence to interfere in the military and foreign affairs and the political relations of the Government of India.

The relations of the Secretary of State for India should be the same as that of the Colonial Secretary in relation to the affairs of the Dominion

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Government.

It was a blunder on part of the Congress to concede the communal electorates in a bid to establish self-government in the country. On the one side, the Lucknow Pact was a landmark in the constitutional history of India, but on the other hand the "Lucknow Pact demanded a heavy toll of the country's sacrifice and the price was paid in the formation of Pakistan. The right of the Muslims to be separately represented by the members of their own community shattered the unity of the country and set a vicious example for other religious communities to claim what the Congress had recognised and conceded to the Muslim community". Thus, "a diplomatic blunder of high magnitude paved the way for Pakistan". Once the basis of the division was accepted, it was rightly observed by Dr. Lal Bahadur, "the recognition of the division of the country was inevitable".

PHASE III

27.05 Gandhian Era:

01. The Gandhian Era (1920-1948) commenced after Lokmanya Tilak's death in 1920. During this period, Mahatma Gandhi, who had established mass contacts and vitalized the Congress, became a "Leader of Leaders" and used a unique weapon from his armoury , called 'Non-violence'. When Gandhi joined and led the freedom struggle, the national movement entered a new phase. From the early years of his political career, he came under the influence of Gokhale, whom he called his 'political guru'. Gandhi launched his Satyagrah movement for the abolition of the system of recruiting Indian labourers for other British colonies. He scored another victory against the British by means of Satyagrah movement at Champaran when they agreed to redress the grievances of the indigo cultivators. In short, Gandhiji took up the cause of the poor and the downtrodden. He "brought politics from the drawing room of the educated middle class to the humble homes and fields of the peasants". President Widron Wilson and other

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leaders proclaimed that the First World War (1914-18) was being fought for democracy and self-determination. Indians led by Gandhi gave full support to Britain during the war, hoping that after the war Indians would be given responsible government. But after the war, Britain betrayed Indians instead of showing her gratitude.

In April 1918, the Rowlatt Committee submitted its report on the nature of criminal conspiracies against the British government., On the recommendations, the British passed the Rowlatt Act which restricted the freedom of Indian people. The agitation against the enforcement of the Rowlett Act by the Indians spread everywhere. One such peaceful agitation in the Jallianwalla Bagh in Amritsar met with unusual and unexpected British brutality, where General Dyer, the British Chief, ordered to open fire on the peaceful mob which had assembled to listen to their leaders. Hundreds were killed. The Jallianwala Bagh tragedy deeply shocked the Indian people, and in protest, Rabindranath Tagore renounced his knighthood. The anti-British feelings rose to a very high level and Gandhiji entered the political arena to take up cudgels against the British.

02. *The Khilafat movement:* The end of the First World War got a change in the politics of the Muslims of India. Turkry was a vanquished power and the Khilafat of the Sultan of Turkey was in danger. The Treaty of Sevres dismembered the Ottoman Empire, and some of its parts were placed under the trusteeship of the European powers. All this infuriated the Muslim World. The Indian Muslims started a movement for the restoration of the temporal and spiritual jurisdiction of the Sultan of Turkey, and thus, the Khilafat movement. The Indian National Congress, under the leadership of Gandhi, supported Khilafat movement.

Maulana Mohamad Ali and Maulana Shoulkat Ali, popularly known as ' Ali Brothers', assumed the leadership of Khilafat movement. A joint conference of the leaders of the Congress and the Khilafat was held at Allahabad in June 1920, where the policy of non-co-operation was adopted. The programme mutually decided the boycott of schools and colleges, renunciation of titles and resignation

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from service in the police and the army, and nonpayment of taxes. Simultaneously, the Hijrat movement was started and the Indian Muslims began migration to Afghanistan and other Muslim countries.

03. *Non-co-operation movement:* There took place certain events, particularly the Jallianwala Bagh tragedy, which left a deep impression upon Gandhi . The Indian National Congress Committee met at a special session in Calcutta in September 1920 and it was here that Gandhiji's resolution on non-cooperation was adopted. It passed the following resolution:-

1. Surrender of titles and honorary offices and resignation from nominated posts in local bodies.

2. Refusal to attend Government levies, Durbars and other official functions held by Government.

3. Gradual withdrawal of children from schools and colleges.

4. Gradual boycott of British courts by lawyers for the settlement of private disputes.

5. Refusal on the part of military, clerical and labouring classes to offer themselves as recruits for service in Mesopotamia.

6. Withdrawal of candidates for election to the councils and refusal on the part of the voters for candidates who might, despite the Congress advice, offer themselves for election.

04. *Boycott of foreign goods:* The movement soon gained momentum. When the Prince of Wales landed in Bombay in November 1921, a complete hartal was observed there. It was repeated whereever Royal Highness went. Lord Reading, the Viceroy, tried to come to terms with the Mahatma, but the negotiations broke down.

All the volunteers were mercilessly beaten, arrested and convicted. All the Congress leaders, excepting Gandhi,

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were arrested. In February, 1922 Gandhi informed the Viceroy about the mass civil disobedience in Bardhi, and the non-tax campaign was started. He gave the Government seven days time to accept the release of non-cooperating persons. But before the expiry of the period, the tragedy of Choura Chauri had happened and Gandhi withdrew the non-cooperation movement. A mob had become violent, killing 22 policemen. This violent action frustrated the non-violent programme of the Mahatma. The Government arrested him and he was convicted to six years hard labour.

After the suspension of the non-cooperation movement by Gandhi in 1922, conditions changed in the country. There was no political programme to be taken up. In 1924 the Hindus and the Muslims were the victims of the communal frenzy. Once again the Hindus and the Muslims were divided into two hostile camps. This was an opportunity for the Muslim League to come to the forefront, rally the Muslims under its banner.

In 1927, the Muslim League was split into two opposite groups. The leader of one group was in favour of Joint Electrorate. The other group was led by Mr. Mohd Shafi of Lahore, who stood for Separate Electrorate. Mr. Jinnah and his followers boycotted the Simon Commission and co-operated with the Congress.

Mr. Jinnah was once a great nationalist, who was a front-line leader of the Congress. But when Gandhi assumed the leadership of the Congress and started his non-cooperation movement, Jinnah severed his connections with the Congress, and then according to J.L. Nehru, "Mr. Jinnah left the Congress, not because of any difference of opinion on the Hindu-Muslim question, but he could not adopt himself to the new and more advanced ideology, and even more so because he disliked the Congress".

05. *Jinnah's fourteen points:* Mr Jinnah by his sheer intelligence and qualities of leadership, achieved a singular position in the Muslim League and became its sole leader. As such he put forth fourteen demands on behalf of the Muslim League which became famous as fourteen points and these were

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as under:-

1. The future Constitution of India should be federal and the residuary powers should vest in the provinces.

2. All the provinces should enjoy equal freedom.

3. In the provinces, the minorities should be given adequate representation.

4. In the Central Legislature, the Muslims should be given 1/3rd representation.

5. Elections should be held on the basis of Separate Electorates.

6. The Muslim majority should be maintained under all conditions.

7. No resolution should be passed in any Legislature—Provincial or Central, if it is opposed by 3/4th of the representatives of any one community.

8. Sindh should be separated from Bombay and it should be made a separate province.

9. All the communities should enjoy equal freedom.

10. In N.W.F.P. and Baluchistan, the same reforms should be applied as in other provinces.

11. Guarantees should be provided in the Constitution that the Muslims would be given appropriate representation in the legislatures and the services.

12. Special safeguards should be provided for the culture, religion, language and education of the Muslims.

13. One-third of the members of the provincial cabinets should be reserved for the Muslims.

14. No amendment should be made in the Constitution of the Central Governemnt without the consent of the provincial legislatures.

06. *Communal Award*: In 1932, the Prime Minister of Britain.

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Ramsay Mac Donald gave his award, known as Communal Award, in which the above mentioned 14 points of Jinnah were accepted in one form or the other. The Congress neither rejected this communal award nor accepted it. Thus the position of the Muslim League was strengthened, which assumed the role of the sole representative body of the Muslims. Mr. Jinnah went so far as to call the Congress a Hindu body and representative of the Hindus alone.

07. *General Election under the Government of India Act 1935:* The Govt. of India Act of 1935 was passe ! by the British Parliament This Act granted autonomy to the provinces and a federal Constitution for the Centre. The General Elections were held in the provinces in 1937. The Congress obtained majority in the legislatures of 7 provinces. The Muslim League could not obtain majority even in the provinces having Muslim majority, such as Bengal, Punjab, Sindh and N.W.F.P. The verdict of the electorate exposed the hollowness of the claim of the Muslim League being the sole representative body of the Muslims.

08. *Civil Disobedience Movement:* The Congress at its Lahore Session of 1929 had passed a resolution on "Complete Independence or Purna Swaraj". The January 26 was celebrated as the Independence Day and the nation took the vow to fight to the last. "There was an element of tense expectancy in the atmosphere as the Lahore Congress had authorised the All India Congress Committee (AICC) to prepare the "Plan of Action, and Gandhi was to issue the order to begin the struggle" J.L. Nehru remarked, "The wheels had been set moving, but we were still in the darkness as to how and when we were to begin."

Gandhi had published his famous eleven points in the newspaper, 'Young-India', that he edited, which covered the demands he made on the British authorities, calling for a change in their economic policy in the interests of the Indian bourgeoisie and also for the release of political prisoners who had not been accused of violent activities.

When Viceroy Irwin rejected Gandhiji's proposal, the latter announced a new non-cooperation compaign in April

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1930.

In March that year, Gandhi left his head quarters in Ahamadabad—Sabarmati Ashram—with 79 inmates and set off on a propaganda compaign through Gujrat to the small town of Dandi, on the shore of the Arabian Sea, where he intended to defy the official salt monopoly by making salt from sea-water by evaporation.

The impact was great. "This journey, which received wide coverage in the Indian press, took two weeks and did a great deal to promote the ideas of Satyagrah. The non-cooperation movement was now gaining ground throughout India and the colonists decided to launch a counter offensive" says G. Kotovsky.

The British Governemnt first banned Civil Disobedience Movement and declared the National Congress and other national organisations illegal, and then began mass-scale arrests. In May Gandhiji too was arrested. By the end of 1930, nearly 60,000 people had been sentenced.

The Congress did not participate in the deliberations of the First Round Table Conference (RTC I) as a result of the efforts of Sir Tej Bahadur Sapru and Dr. M.R. Jayakar to bring the Congress and the Government nearer to each other.

They succeeded in their efforts and the Gandhi–Irwan Pact was signed on March 4,1931. The Pact, amongst other things, provided that the Congress would withdraw the Civil Disobedience Movement and it would participate in the proceedings of the Round-Table Conference. The Government agreed to release all persons convicted of non-violent offences.

09. *Demand for Pakistan:* Mr. Jinnah was so upset at the result of the elections of 1937 that he declared India to be unfit for democracy. Inspite of all this, Gandhi gave Mr. Jinnah the tittle of 'Qaid-I-Azam'. This action of Mahatma rehabilitated the Muslim League.

Dr. Mohdmmad Iqbal while delivering his address in

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the Allahabad session of the Muslim League in 1930, mentioned the demand for Pakistan for the first time. Mr. Jinnah did not treat it seriously and remarked that it was a poet's dream.

10. *Two-nation Theory:* Ten years latter this dream took possession of Mr. Jinnah's imagination. In 1940, while presiding over the Lahore session of the Muslim League, he declared that in India there were two nations—the Hindus and the Muslims, who could not live together under one government. He put forth the demand that India should be divided into two independent states, Bharat and Pakistan.

11. *The Quit India Movement:* Cripps' proposals were not acceptable to the political parties in India on different grounds. While leaving India, he blamed the Congress for the failure of his plan. He said that the Congress party wanted all political power for itself and that the British Government could not agree to do so in the interest of the minorities. This false and malicious charge against the Congress and the failure of Cripps' Mission, filled the people with indignation and bitterness. The people lost confidence in the British Governemnt and felt that it was never sincere in the matter of the transfer of political power to Indians. There were reports that even President Rosoevelt had suggested to Churchill to give the Indians a chance to frame a national Constitution for themselves. But the British Governemnt remained unmoved.

12. *The Cripps Mission:* Mr. Cripps was a distinguished member of the British Cabinet who was sent to India with his ' Plan and Proposal' to arrive at some satisfactory solution of Indian problem by consulting the Congress, the Muslim League and other political parties.

The Japanese arrived in Rangoon on March 8,1942 and on March 11, 1942, the Cripps' Mission was announced. Under these threatening circumstances, the British Governemnt decided to take Indians into their confidence and so the British War Cabinet sent one of its members to India to hold talks. However, the Muslim League was given a definite assurance that the British Government would

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not transfer power to any system of government whose authority would be directly denied "by large and powerful elements in India's national life".

Cripps Plan and Proposals:-

01. The new Indian Union to be formed after the end of the war to have economic dominion status, and if it so chose, it could recede from the British Commonwealth.

02. The future Constitution of India was to be framed by an elected Constituent Assembly of the Indian people after the war had ended. The Constituent Assembly was to consist of members, partly elected by members of the Provincial Legislature on a basis of proportional representation and partly nominated by the Princes in proportion to the population of their states.

03. Any province or provinces would be free to frame a separate Constitution, if they did not accept the new Constitution, and they would also be entitled to form a separate union.

04. There was to be a treaty between the Constituent Assembly and British Government to make provision in accordance with the undertaking given by His Majesty's Government to protect the religious and racial interests of minorities.

05. Till the end of the war, the British Governemnt were to retain control of the Defence of India "as part of their world war efforts", but minor matters relating to the military might be handed over to the Indians.

Cripps had made it clear that the proposals were to be accepted or rejected as a whole as they stood. The Congress was not satisfied with the proposals and Gandhi declared them as " a post dated cheque on a crashing bank". The League was also not satisfied. Maulana Azad wrote, "If we accepted his (Cripps') offer, we might have the cause to rue it in future. In case the British went back on their word, we should not ever have the justification for launching a fresh struggle. The war has given India an opportunity for achieving her independence. We must not lose it by depending on a mere promise".

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i) *The Quit India Movement:* Cripps' proposals were not acceptable to the political parties in India on different grounds, and so he returned to England. When leaving India, he blamed the Congress for the failure of his plan. He said the Congress party wanted all political power for itself and the British Governemnt could not agree to do so in the interest of the minorities. This false and malicious charge against the Congress filled the people with indignation and bitterness. The people lost confidence in the British Governemnt and felt that it was never sincere in the matter of transfer of political power to India.

However, as a result of the Japanese invasion of Burma in March, 1942 and the rapid occupation of that country, the danger of war was soon at India's doorsteps. The defeat of the British army in Burma, the capture of some of the Anglo-Indian units involved, and the panic retreat of the British to India, had all shown that the colonial apparatus had been ill-prepared for the defence of the country in face of the Japanese invasion, and at the same time it served to increase political tension.

On August 7 , 1942, The AICC session in Bomaby decided to start a new non-cooperation campaign. However, within the nest two days, the Congress leaders, including Gandhiji, were arrested.

The arrest of the national leaders when India was under the threat of war with Japan, sparked off anti-British demonstrations on a mass scale. During August and early September, regular demonstrations, protests and strikes were common in many parts of the country.

However, all this activity was spontaneous in character and was not co-ordinated. The poorly-armed insurgents were unable to withstand the attacks of the soliders and the police of the colonial regime. The authorities initiated cruel suppression against those

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involved in the anti-British demonstrations. More than 2,000 people were killed and 60,000 arrested. In many places camps were set-up where Indian freedom fighters were subsequently interned. In the words of Ishwari Parasad, " The August Resolution was a revolt of the people against tyranny and oppression and can be compared with the fall of Bastille in the history of France or the October Revolution of Russia" The impact of the Quit India Movement was such that the British Government thought seriously of leaving the country gracefully.

The end of the war in Europe found the Government of India in an apparently strong position. Under the firm hand of Lord Wavell, the administration seemed stable. The Congress leaders were detained, but the country was still quiet and the left wing had made no further move since the 1942 disturbances.

At this movement two unexpected events took place. The Labour Government was returned to power in Britain with a large majority, and the Japanese war came to a sudden end in August when atom bombs were dropped on Hiroshima and Nagasaki in Japan.

ii). *Cabinet Mission (1946):* The Labour Party was in favour of India's independence. The Government sent to India a Cabinet Mission to solve the political deadlock. However, they declared that the demand of Pakistan by the Muslim League was impracticable and also harmful. Therefore, the League rejected the proposals and resolved to take "Direct Action" to achieve a separate country for the Muslims. The Muslim League declared to observe the 16th of August, 1946, as the 'Direct Action Day' when it committed the most shameful atrocities and inhuman acts in East Bengal, and which became the darkest page in its history. As a reaction, similar riots took place in Bihar, U.P., Bombay and other places.

Mr. Attlee, the Prime Minister of England,

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made a declaration on May 20, 1947 that the British would withdraw from India by the end of June, 1948 and before that the power of the Government would be placed in the hands of responsible Indians. However, to give effect to the Mountbatten Plan, the British Parliament passed an Act on July 18,1947, called the 'Indian Independence Act, of 1947,' under which India and Pakistan were created on August 15, 1947.

Learning Assignment

Q.1 Analyse the factors responsible for the growth of political consciousness in India after 1857 A.D.

Q.2 Describe and critically examine various theories which offer an explanation of the birth of the Indian National Congress (I.N.C).

Q.3. Write a brief note on the birth of Extremism in the Indian National Congress.

Q.4. Write an essay on 'Home Rule Movement'

Q.5. Analyse the causes for the rise and growth of Muslim Communalism.

Q.6 Write brief notes on: a) Partition of Bengal b) the Khilafat Movement, c) the Non-cooperation Movement (1920) and d) the Civil Disobedience Movement, (1930).

Q.7. What do you know about the 'Quit India Movement (1942)? Explain briefly its impact on our freedom struggle.

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" Civics is the study of institutions, habits, activities and spirit by means of which a man and a woman may fulfil the duties and receive the benefits of the membership of a political community"

—F.G. Gould

Chapter 28

CIVICS- MEANING, SCOPE AND OBJECTIVES OF TEACHING CIVICS

28.01 Civics- its meaning:

It's simple meaning is the "study of ...government and of citizens rights and duties". The Oxford Dictionary defines civics as 'the science which studies the conditions of best possible social life." . But C.V. Good in the Dictionary of Education says that civics is "(i) the elements of political science or the branch of political science dealing with the rights and duties of citizens; (2)... the accepted title for studies in government, used especially in secondary schools ... (3) a course of study, usually in the junior high school, fusing political, social, and economic phases of group life."

Paul Monroe in Encyclopedia of Education says," The term 'civics' is now generally employed to refer to the teaching of civil government in our elementary and secondary schools and colleges. The term civil government... has been abandoned... The word 'civics' is introduced ... to include; (i) ethics or the doctrine of duties in society; (2) civil polity, or governmental methods and machinery; (3) history of civic development and movement."

Gradually the meaning of the word civics has undergone changes and is becoming broad-based and has come closer to our expectations. Thus E.M. Whyte feels that 'civics is more or less a useful branch of human knowledge which deals with everything (e.g., social, intellectual, economic, political and even religious aspects) relating to a citizen— past, present and future; local, national and human.'

F.G.Gould believed 'Civics is the study of institutions, habits, activities and spirit by means of which a man and a woman may fulfil the duties and receive the benefits of the membership of a political community."

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Puntamberar declared, "Civics is the science and philosophy of citizenship."

Prof. A. T. Shah defined civics as 'that branch of human knowledge which deals with rights and duties of man, living as a member of a group of people politically organized'

From all these definitions of the term' civics', it is evident that it is essentially a science which studies a person as an individual, as a member of a group and even as a member of a state, a country and the world at large. The person is blessed with rights, but he is equally bound by duties for the furtherance of the welfare of human society as a whole.

As a citizen of today is charged with an increasing number of duties and he or she has to exercise his or her widening rights also. So the study of civics is gaining popularity and more and more students are drawn towards the subject at the school level. The Boards of School Education in the country have realised its utility, and therefore civics has been prescribed for the study of students at different levels in different forms.

28.02. Civics—its scope:

Gradually the subject has become important and more and more students have to study it. Let us therefore, focus our attention on the scope and importance of civics.

01. Our schools are the places where the intention is to produce pupils who can face life, and learn the art of adjustment. It is civics which teaches them how to adjust with the fast - changing social, economic and political environment so as to become responsible citizens. The knowledge neces-sary for adjustment is provided by the study of civics. The result is that the society as a whole is benefited.

02. The Constitution bestows upon every citizen certain rights and duties (responsibilities). In order to discharge our responsibilities properly and effectively, the study of civics develops suitable habits and attitudes for the successful discharge of the responsibilities in everyday life.

The subject also provides guidelines about various

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rights of a citizen and helps him/her to know how these should be enjoyed without prejudice to other citizens.

03. It is within the scope of the study of civics that we learn citizens should offer maximum contribution to the developmental plans (Five Year Plans and other plans) and programmes of the State for the prosperity of the nation as a whole.

04. In the presentday world people have come closer to each other due to scientific and technological discoveries, but still the problems of international peace and understanding eludes us. It is through the study of civics that we can learn how bridges of better understanding, goodwill and peace can be built to integrate people. Those who study the subject of civics learn to develop proper attitudes and feelings can prove beneficial in bringing people nearer to each other from global point of view so as to ensure world peace and friendship among nations.

05. For a country like India, which is at the top of developing countries, the study of civics is all the more necessary. Although we have become a sovereign democratic republic in January 1950, yet the problems of illiteracy, social inequality, economic differentiation, fatalism, untouchability etc., prove hurdles in the emergence of a broad national and secular outlook. Therefore, it is through proper understanding, necessary skills and favourable thinking that we can build a better India through effective citizenship and healthy participation in varied activities of the society. The study of civics helps in this regard.

06. The subject of civics highlights the study of man, his relationship with other persons and the society of which he is a part and parcel. The study helps students to become future citizens, conversant with the culture of the society they represent, and conscious of the needs, demands and aspirations of the people. The subject helps youngsters to face the rapid changes taking place in the society. When a student really understands his relationship with his group, clan, tribe, society etc., it is an achievement because he

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will not sit idle but would work hard hand in hand with others for the improvement of his fellow beings, at least those who surround him in his village, town, city or elsewhere.

07. Civics develops healthy lookout among students regarding the dignity of each person, advantages of co-operation and getting together, acceptance of civic responsibility, and the functioning of government at different levels. Students develop faith in the 'rule of law', 'equality of opportunity for all people', 'self-government' (Panchayati Raj), 'value of the vote' and so on. No other subject confers such blessings as the study of civics does.

08. Civics as a course of study has a special scope to provide education for citizenship by educating students about what is the role of students and people as citizens in the successful functioning of a government. The students understand the ideology which unites citizens, and gives meaning and direction to their national identity.

28.03 Objectives of teaching civics:

The objectives are discussed under following heads:-

01. Understanding. 02. Skills and abilities. 03. Attitudes.

Let us discuss each one by one.

01. *Understanding:* The study of the subject helps students to understand the following facts:-

i) Everywhere on the globe the basic needs of mankind are food, shelter, and clothing. In meeting these needs, people seek each other's help in addition to their individual efforts.

ii) A society understands that it thrives when it upholds co-operation, getting-together, sense of responsibility etc., in order to make societal life worth living.

iii) A complete knowledge about rights and duties is confered on students by studying civics.

iv) The knowledge of civics makes students to realize that

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there is, 'unity in diversity' even when people all over the country speak different languages, have different food habits, have various religious beliefs, put on different dresses and so on.

v) Inter-dependence is the best understanding which civics offers to students who realize that today people everywhere depend more on each other for meeting their needs etc. The family, state, country and other countries of the world depend on one another and it is increasingly difficult to live without co-operation and friendship among the people everywhere.

vi) For the perservation of our composite culture we have to preserve different values, which unfortunately have been eroded in recent years. There is need for necessary modification in our social attitudes to preserve our cherished values, and this is realised through the study of civics.

vii) Development of respect for people all over the world, is prompted by the study of civics, and luckily our students gradually develop a desire to respect people from different places and countries inspite of religious, lingual and other differences. The idea is to consider the "Entire world as our family".

viii) For leading a better quality of life, people need to exploit their physical resources like forests, minerals, water, soil etc., and this is best possible only when all of us work hard. The same is learnt also by the study of civics. It also provides the understanding to students that pollution of environment is dangerous for one and all. So, it is every body's business to keep environment neat and clean.

02 *Skills and abilities:* The study of civics confers the following skills and abilities on the students:-

i) By dealing with graphs, charts, maps, globes etc., the students pick up the art of identifying, reading and even comparing various maps. They can locate and then measure the distance between any two places on a map. They also understand the meaning of various symbols and colours

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used in map-making.

Charts can be read and interpreted with speed to arrive at conclusions.

The children learn to prepare their picture albums, scrap books and so on to make their civics learning easy.

ii) Visits to places of interest and education in the surrounding areas or neighbourhood help children to arrange picnics, tours etc. They are in a position to know the short and long routes, traffic signs, traffic laws etc. They essentially learn to be respectful and courteous towards others who meet them on various visits, trips, picnics and tours.

iii) Civics students develop the habit of working in groups, learn to write brief accounts from different sources and to express their ideas in simple and clear language. They speak with each other and strangers, politely and decently.

03. *Attitudes:* Following attitudes are expected to develop among students who study civics:-

i) They develop respect for the National Flag, National Anthem, national symbols etc.

ii) Children learn to respect law and government of the land.

iii) They learn to respect elders and to love youngers. They also learn to respect their teachers.

iv) There is good sympathy developed among children for the poor, destitute and downtrodden.

v) They develop respect for people of different religions, languages, occupations, communities, regions etc.

vi) Respect for government property is inculcated in civics students, and they also become self-respecting.

28.04 Conclusion:

Civics as a subject of study under Social Sciences or Studies at

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the school level has gained importance, and with the impact of industrialization in the country, the scope and utility of civics has increased. It strengthens our knowledge about democracy, secularism, national integration, international understanding, citizenship and so on in a proper perspective. It also develops certain skills, abilities, attitudes etc., among students to face the daily challenges of life. It educates students about the past and present geographical and social environment, and helps to secure a rightful place in the society.

Learning Assignment

01. Define the term 'civics' and discuss its scope.

02. Discuss various objectives of teaching civics to our students .

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"With the adoption of the Constitution... India became the largest democracy in the world... perhaps the greatest political venture since that originated in Philadelphia in 1787".

—Granville Austin.

Chapter 29

Salient Features of the Indian Constitution

29.01 Introduction:

On August 15, 1947 the struggle for independence was over, but that was not an end in itself. The Constitution of India was to be framed and it was framed by a Constituent Assembly consisting of the representatives of the people of India. The first session of the Constituent Assembly was held in New Delhi on December 9, 1946, and later on more sessions were held. A Drafting Committee of seven members was set-up under the Chairmanship of Dr. Ambedkar. The Draft Constitution was published in January 1948, and the Constituent Assembly sat for 2 years, 11 months and 18 days. The consideration of the Draft Constitution took 114 days. It was on January 26, 1950 that the Constitution came into force. There have been so many amendments in the Constitution from time to time, and the process of amendments is still going on so that it meets the requirements of changing India.

29.02 Salient features of the Constitution:

01. *It is a lengthiest and the most detailed Constitution:* Probably it is the lengthiest Constitution in the world and it originally contained 395 Articles divided into 22 Parts and 9 Schedules. After the Constitution 78th Amendment Act, 1995, the Constitution had 444 Articles divided into 26 Parts and 12 Schedules.

    The bulky size of the Constitution is due to the fact that its framers have put in it principles and the details of administration. Administrative machinery is recommended at the Centre and in the Units by the Constitution. Moreover, the inclusion of Fundamental Rights, the Directive Principles of State Policy, special safeguards for the Scheduled Castes(S.Cs) and Scheduled Tribes(S.Ts) etc.,

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provisions about the organisation of the judiciary, the services, the P.S.Cs, Elections etc., have also added to its bulk. Also, due to vastness of the country, peculiar problems relating to the language, have also added to the bulk of the Constitution.

02. *Parliamentary form of Government:* The Constitution of India certainly provides for a President, but it does not mean that India has a Presidential form of Government. Actually the Constitution provides for a parliamentary form of Government at the Centre and to a great extent, in the States. At the Centre, the administrative machinery is run by the Cabinet (responsible to the Lok Sabha) and not by the President. The President is only to act as a Constitutional head and in the States, as a rule, the Governor is required to act according to the wishes of the Ministers. In certain cases only, he can exercise his own discretion without consulting the Ministers.

Under the new Constitution, the President is authorised to suspend the Constitution of a State and take over all the powers in his hands. Thus under the present circumstances the new Constitution stands for a Parliamentary- cum-Presidential form.

03. *The Constitution is both rigid and flexible:* Generally a written Constitution is believed to be rigid, but the Indian Constitution is a blend of rigidity and flexibility. It is only a few provisions of the Constitution that require consent of half of the State Legislatures, while the remaining provisions can be amended by a special majority of the Parliament. Actually there is no body or institution left in the Constitution which can say whether a particular amendment made by the Parliament, is valid or proper.

04. *Provision of Fundamental Rights:* A large number of fundamental rights are guaranteed by the Constitution to every citizen of India. The guardians of these rights are High Courts and the Supreme Court. The rights concern religion, race, sex, caste, place of birth, equality of opportunity in matters of public employment, right to freedom of speech and expression, abolition of

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untouchability, right to assemble peacefully and without arms, right to move freely throughout the territory of India, inhuman and forced labour, cultural and educational right, right to property etc.

The provision of the fundamental rights in the Constitution is a great landmark and it is believed that those rights will make Indians to work hard for the safety and glory of India.

05. *Directive Principles of State Policy:* These are those matters which the Government of India has to keep in view for the welfare of the Indians. Under this policy all Indians have a right to adequate means of livelihood. There has to be a fair and equal distribution of the material resources of the country. Monopolising the means of production and concentration of wealth is to be avoided. There is to be equal pay for equal work for both the sexes. There is to be no exploitation of children and youngsters. There are to be human conditions of work for workers. All Indians have a right to work, to education etc. There is to be a uniform civil code for all Indians. Children should receive free and compulsory education. The State should raise the level of nutrition and the standard of living of people etc.

Thus our Constitution tries to maintain a balance between individual liberty and social interests.

06. *A federation with strong centralizing tendency:* Our Constitution, which is federal in nature, acquires a unitary character during the time of emergency. The Constitution provides three lists--Union List, State List and Concurrent List.

When emergency is in operation, the normal distribution of powers between the Centre and States undergo lot of changes. The Union Parliament is empowered to legislate on any subject which comes under State List. The Central Government can give directions to States regarding the exercise of executive powers. Even financial arrangements between Centre and States can be altered. In fact during an emergency all the powers are centralized

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in the Union Government and the Constitution takes a unitary character.

07. *A Secular State:* India, as a secular state does not recognize any state religion, but all religions are treated equally. Even the Preamble declares that the people of India resolve to secure to all its citizens "liberty of ...belief, faith and worship". Therefore, Articles 25 to 28 in the Constitution seek to preserve secularism by granting every person the freedom of conscience and the right to profess, practise and propagate his religion.

It is worth noting that freedom of religion is not an absolute freedom and no one can do anything in the name of religion that goes against public order, morality etc. Religious freedom does not mean to practice economic exploitation. Even the right to acquire, own and administer property under religious institutions is subject to the regulatory power of the State. However, there should be no interference in the religious matters of people, and every Indian is expected to offer whole-hearted devotion to the affairs of the State, no matter whatever is a person's religion.

08. *An independent judiciary:* Provision of fundamental rights in the Constitution of India is not enough, but it needs proper safeguards. Therefore, an impartial and independent judiciary, with the power of judicial review, has been established. It is actually the custodian of the rights of citizens.

The Constitution makes judiciary independent of all executive as the President appoints Judges of the Supreme Court and High Courts after consultation with judicial experts. In appointing Chief Justice of India, he can consult any Judges of the Supreme Court and the High Courts as he thinks proper. To appoint a judge of the Supreme Court, he has to consult the Chief Justice of India. The Chief Justice of a High Court is appointed by him after he consults the Chief Justice of India and the Governor concerned. In case of the Judge of a High Court, he has to consult the Chief Justice of the High Court.

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All this shows the independence of the judiciary. Also security, removal, salaries etc., of the judges of the Supreme Court, and High Courts is left to the discretion of the President under certain conditions.

09. *Single citizenship:* The Constitution does not recognise dual citizenship. There is only one citizenship in India, no matter where the person lives in the country. Every citizen enjoys the same rights of citizenship, irrespective of where he or she lives in India. Citizenship brings with it certain advantages confered by the Indian Constitution, but aliens do not enjoy these advantages.

10. *Uniformity in all basic matters:* This uniformity is three-fold, namely, single judiciary, uniform fundamental rights and civil and criminal law in the country , and provision of common All India Services at the Centre and the States (IAS, IPS, IFS, IES, IRS etc.)-- all this is to ensure social revolution in the country.

11. *Adult franchise:* There is no communal electorate in the country. Every person above the age of 18 years has a right to elect representatives for the assemblies and the Parliament. There is provision of universal adult suffrage under Article 326 with no bar of sex, property, taxation and the like. In spite of many difficulties in adult franchise , the experiment has proved a success, confirmed by the ever-increasing number of voters in the last five decades. There have so far been 13 elections for the Indian Parliament and Election Commission has met all the increasing challenges.

12. *Fundamental duties:* By virtue of the Constitution (42nd Amendment) Act 1976, there has been introduced a code of ten "Fundamental Duties" for the citizens of India, and these are i) abide by the Constitution, respect its ideal and institutions along with the National Flag and National Anthem, ii) cherish and follow the noble ideals that inspired our national struggle for freedom, iii) uphold and protect the sovereignty, unity and integrity of India, iv) promote harmony and spirit of common brotherhood etc., v) value and preserve the right heritage of our composite culture,

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vi) protect and improve the national environment vii) develop the scientific temper, humanism etc.,viii) defend the country and render national service when called upon to do so, ix) safeguard public property and abjure violence and x) strive for excellence in all spheres of Individual and collective activity.

The need to have fundamental duties has risen due to the fact that rights (fundamental) and duties go hand in hand. So, it has been felt for the first time to incorporate a code of ten fundamental duties for the people of India in the Constitution in 1976

13. *Special significance of the Preamble:* It lays stress on the sovereignty of Indians and secures for every Indian, social, economic and political justice, equality of status, unity of the nation etc.

The Preamble serves three purposes, namely, the authority of the Government of India is derived from the people, people expect the Government of India to secure multipurpose justice for them, and it helps the Judges of the High Courts and the Supreme Court of India to interpret the various provisions of the Constitution in the right manner. The Preamble also supports the removal of caste barriers and putting all Indians on an equal footing.

29.03 Conclusion:.

Our Constitution is a comprehensive document. It is unique in many ways and as such it cannot be fitted into any particular model. It is both rigid and flexible, federal and unitary, presidential and parliamentary. It tries to maintain a balance between the fundamental rights, economic interests of the Indians and security of the State.

After World War II many Constitutions framed by many nations have not survived, but our Constitution is surviving through various ups and downs. This reflects its strength and growth potential.

Learning Assignment

Q. 1. Discuss the important features of our Constitution.

Q. 2. Explain what is meant by:.

1) Parliamentary form of Government

2) A secular state. 3) An independent judiciary.

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"The Constitution envisages the Fundamental Rights as the common platform on which divergent political ideologies and practices may meet. They provide the iron framework within which experiments in social and economic changes may be tried out".

—V.D.Mahajan

Chapter 30

THE FUNDAMENTAL RIGHTS

30.01 Introduction:

Our Constitution contains a long list of fundamental rights in tune with the trends in modern democratic thought and requirements of a free society.

The fundamental rights are considered necessary to protect the rights and liberties of the people. They also serve as limitations on the powers of the Government (legislative and executive) and are essential for preserving public and private rights.

30.02 Fundamental Rights:

The fundamental rights in the Constitution can be put under the following six groups:-

01. Right to equality (Articles 14-18)
02. Right to freedom (Articles 19-22)
03. Right against exploitation (Articles 23-24)
04. Right to freedom of religion (Articles 25-28)
05. Cultural and educational rights (Articles 29-30)
06. Right to constitutional remedies (Articles 32-35)

The right to property as a fundamental right has been abolished by the 44th Amendment and so Articles 19(1) (f) and Articles 31 have been deleted.

Let us take each right separately for brief discussion:-

01. *Right to equality:* The Constitution guarantees the right to equality before law for every person whether citizen or not. The right lays down general principles of equality before law and there is no place for any kind of discrimination

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between one person and the others. It takes direction from the Preamble also.

The right also provides rules to prohibit discrimination on the basis of religion, caste, sex, race, or place of birth. Also, equality of opportunity for public employment and abolition of untouchability is laid down.

It should be remembered that equality never means absolute equality among human beings, which is impossible to achieve. "Equality before the law means that among equals the law should be equal and should be equally administered... for all citizens of full age and understanding without distinction of race, religion, wealth, social status or political influence".

02. *Right to freedom:* This right deals with different kinds of right to freedom.

This right contains six fundamental freedoms namely, freedom of speech and expression, freedom of assembly, freedom to form associations, freedom of movement, freedom to reside and to settle, and freedom of profession, occupation, trade or business.

These six freedoms are never absolute. For example, absolute individual rights cannot be guaranteed by any State today. The Constitution allows the State to impose by law, reasonable restrictions as may be necessary for the larger interests of the community. Even freedom of speech and expression are subject to limitations on genuine grounds.

The freedom to assemble has to be peaceable and without arms etc., and restrictions can be imposed for the sake of peace and integrity of the country.

The freedom to form associations and unions can be subjected to reasonable restrictions for the sake of morality and integrity of India.

The freedom of movement in the territory of India is subject to reasonable restrictions in the interest of general

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public or for the protection of the interest of any Schedule Tribe.

Similarly, the freedom of residence any where in the territory of India and freedom of profession, occupation, trade or business, can be restricted and regulated by the authority of law.

03. *Right against exploitation*: This right of our Constitution provides that traffic in human beings and "Begar" and similar other forms of forced labour are prohibited, and any contravention of this provision shall be an offence punishable in accordance with law. But the State can impose compulsory services for public purposes without any discrimination of religion, caste, race or class.

Article 23 protects the individual not only against the State, but also against private individuals

04. *Right to freedom of religion:* The Preamble resolves to secure for all Indians "liberty of thought, belief, faith and worship". In 1976 the 42nd Amendment Act has inserted the word 'Secular' in the Preamble, and the word is neither anti-God nor pro-God, but it treats all alike the devout, the agnostic and the athéist.

The restrictions on freedom of religion can be for the sake of i) public order, morality and health, and ii) regulation of economic, financial, political and secular activities associated with religious practices, maintaining social welfare and social reforms etc.

Religious denominations of any section of society have a right to establish and maintain institutions for religious and charitable purposes, acquire movable and immovable property, have freedom from taxes for the promotion of any particular religion,but there is prohibition of religious instruction in state-aided institutions etc.

05. *Cultural and educational right:* This right allows Indians in India to have a distinct language, script or culture of its own and they have the right to conserve the same. Minorities have a right to establish and manage educational institutions of their own choice, but the Government has the power to regulate minority-run educational institutions,

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and grant or not grant recognition or affiliation to these institutions, is not a fundamental right.

06. *Right to constitutional remedies (Articles 32-35):* The Constitution-makers have provided a long list of fundamental rights and for effective remedy for the enforcement of these rights, provision has been made for constitutional remedies.

Article 32(1) guarantees the right to move the Supreme Court for the enforcement of the fundamental rights through appropriate proceedings.

30.03 Criticism:

01. Fundamental rights are granted merely as an apology for people. Many fundamental rights are not found in the Constitution.
02. These are hedged in by so many exceptions, explanations and qualifications, and so it is left with the people by way of fundamental rights.
03. Fundamental rights are not the product of a consistent philosophy.
04. Heavy cost is involved in the process of moving the Supreme Court of India and the High Courts for protecting the fundamental rights.

30.04 Conclusion:

It is observed that fundamental rights represent the basic values cherished by Indians since the old times, and these are meant to protect the dignity of the individual and create conditions in which every human being can develop his or her personality to the fullest extent. They are a guarantee for the basic structure of human rights and expect the state not to encroach on individual liberty in its various forms.

These rights are considered as fundamental because they are most essential for the full intellectual, moral and spiritual status of people in India. However, certain restrictions are put on the rights as they can not be absolute.

Learning Assignment

Q1. What are fundamental Rights? Describe them briefly.

Q2. Give a critical estimate of the Fundamental Rights in our Constitution.

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"They are directives to which we have to go. They are trends of tendencies that have to be taken into account in laying down the policies of the Government"

—R. N. Datar

Chapter 31

THE DIRECTIVE PRINCIPLES OF STATE POLICY

31.01 Introduction:

The Constitution under Articles 36 to 51 deals with the Directive Principles of the State Policy, providing the aims and objectives to be taken up by the States in the governance of the country. They are the ideals which the Centre and State Government keep in mind while formulating polices or passing a law.

The broad classification of the Directives is as follows:-

A. Social and Economic Charter
B. Social Security Charter
C. Community Welfare Charter

Let us take these separately for discussion.

31.02 Social and Economic Charter :

1) *Social order based on justice:* Article 38 (1) provides that the State shall strive to promote the welfare of the people by securing and protecting a social order in which social, economic and political justice in granted to one and all.

2) *Principles of policy to be followed by the State for securing economic justice:* The State shall direct its policy towards securing the following principles:

i) Equal right for men and women to seek adequate means of livelihood.
ii) Distribution of ownership and control of the material resources of the community for common good.
iii) Secure such an economic system where there is no concentration of wealth and means of production in the hands of few people alone.
iv) Equal pay for equal work for both men and women.
v) Protect health and strength of workers and there is no

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child labour by children, forced by their economic necessity.

vi) Secure freedom and dignity for children and youth, and protect them against moral and material abandonment.

vii) Strive to promote the welfare of the people by protecting and securing a good social order.

31.03 Social Security Charter:

It is composed of the following:-

1. Participation of workers in the management of industries.
2. To secure the right to work, education and public assistance in certain cases.
3. To secure just and human conditions of work.
4. To secure living wage for workers
5. To provide free and compulsory education for all children until they complete the age of 14 years.
6. It is the duty of the State to raise the standard of living and improvement of public health.
7. The State should promote the educational and economic interests of the people.
8. The State should ensure equal justice and free legal aid to economically-backward classes.

31.04 Community Welfare Charter:

It is composed of the following:-

01. The State should secure for all citizens a uniform civil code throughout the territory of India.
02. The State should take steps to organise agriculture and animal husbandry on modern and scientific lines.
03. The State should take steps to protect and improve forests and wild-life in the country.
04. The State should protect monuments and places and objects of national importance.
05. The State should take steps to separate judiciary from executive in public services of the State.
06. The State should strive for the promotion of international peace and security by maintaining just and honourable relations between nations, foster respect for international law and treaty obligations and encourage settlement of international disputes by arbitration.

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07. The State should take steps to organise village Panchayats and endow them with such powers and authority necessary to function as units of self-government.

31.05 Conclusion:

The Centre and State Governments guided by the directives have tried their best to implement a large number of Directives. A number of laws have been enacted to implement the directives.

In fact much has been achieved, but still much more remins to be achieved. Political influence, social and economic disparities, unemployment etc., sometimes go against the spirit of the directives. We hope that soon in days to come, there will be encouraging and substantial improvement in the country as a whole. The ultimate aim of the directives is to liberate every Indian in a positive sense, enable him or her to free from such ancient and slowly changing physical conditions that have impeded his or her progress and march towards a 'happy tomorrow'.

Learning Assignment

01. What is the role of Directive Principles of State Policy to provide us means for general development? Explain.

02. Give a critical estimate of some Directive Principles provided in our Constitution.

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Lesson No. 1 (Herbartian Approach)

Class	9th
Average age	+15 years
Subject	History
Topic	Great Rising of 1857
Sub-Topic	Political, Social, Religious, Military and Immediate causes of the Great Rising of 1857
Time	40 minutes
Date	
School	

Teaching Aids: 1) Ordinary classroom apparatus, 2) A political map of India, 3) A portrait showing Bahadurshah II, Rani Jansi and Nana Sahib, 3) An outline map of India showing the centres of the Great Rising, 5) A time-line chart showing upheavals in chronological order.

General Aids: 1) To develop a taste for history in the students. 2) To develop a historical imagination, reasoning and judgement among the students. 3) To acquaint the students with past heritage. 4) To prepare the students for future in the light of the past. 5) To show them the skill in filling up the map.

Specific Aim:- To enable the students to learn about the political, social, military, religious and immediate causes of the Great Rising of 1857.

Previous knowledge: It is assumed that the students have already learnt about the East India Company and its harsh treatment towards Indians.

Testing of P. Knowledge and motivation: The pupil teacher will ask the following questions in order to test their previous knowledge:-

Q.1. What is the name of your country?
Exp.1 India
Q.2. When did India achieve freedom?
Exp.2 In 1947
Q.3. From whom did India achieve freedom?
Exp.3 From the English.
Q.4. When did the Indians try to achieve the freedom for

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the first time?

Exp.4 In 1857.

Q.5. What were the chief causes of the Great Rising or Revolt of 1857?

Most of the students may not be able to answer the last question satisfactorily. Hence the pupil teacher will say, well children today we will learn about the causes of the Great Rising of 1857. The topic will be delivered into two units.

Presentation

Unit I

The Great Rising or the Revolt of the 1857, also the First War of Indian Independence was the result of a number of causes, which may briefly be described as follows:-

I Political Cause

a) The Doctrine of Lapse had created alarm in the minds of the Indian Princes who had come to believe that the British Government had led a policy of territorial aggrandizement and all Indian rulers were doomed. According to the Doctrine of Lapse, when a ruler died without leaving any heir, it was open to the paramount power to reject any adoption. In this way Satara, Jaitpur, Sambalpur, Bhagat, Udaipur, Jhansi and Nagpur all lapsed for want of a heir.

b) Dalhousie had bought to an end the great Sikh power by defeating the Sikhs and annexing Punjab, Oudh as the chief Muslim State had been annexed.

c) Dalhousie has refused to continue the pension to Nana Sahib, the adopted son of the ex-Peshwa.

d) The Muslims were shocked at the news that Bhadur Shah and his successors would be deprived of even their titular dignities and had to leave the Red Fort.

II Social Cause

a) In Oudh the Taluqdars resented the progress of revenue settlement, which they thought, aimed at exterminating

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their class.

b) Many landlords whose rent-free lands were resumed were reduced to poverty.

c) A strict enquiry was made into the titles of Taluqdars of Oudh who were hereditary revenue collectors. This drove some of them to desperation.

d) The native royal army was disbanded and a large number of soldiers were thrown out of work. Laws permitting the marriage of widows or legalizing the inheritance of property by converts to Christianity and several other similar changes appeared as sufficient indications of a policy which aimed at the destruction of Hinduism and Islam, and the complete establishment of the Christian religion.

e) Lord Dalhousie tried to suppress barbarous usages prevalent in the Hindu society. He passed an enact which sanctioned the marriage of Hindu widows.

f) The railways, the telegraph, the activities of Christian missionaries, the spread of western education, the abolition of Sati, and some other time-old customs—all these were taken to be seriuos signs of the events.

Sectional Recapitulation:

Q.1 What do you understand by Doctrine of Lapse?

Q.2 Why was Rani of Jhansi against the English?

Q.3 Who was Nana Sahib?

Q.4 Why were the Taluqdars of Oudh against the English?

Unit II

III Military causes:

The sepoys had grievances of their own. Some of their grievances were:

1) The General Service Enlistment Act by which the sepoys were required to serve any where in India or outside India. This Act was looked upon with great disfavour by

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the sepoys particularly by the Brahmans who, on religious grounds, dreaded a sea-voyage.

2) There was slackness of discipline in the army. By the rule of seniority, men were often promoted to higher commands even if they were unfit for them. Officers were retained in service long after they had become unfit by age.

3) The Indian sepoys were not so well paid and they had no system of promotion, as their English comrades in arms.

4) Oudh soldiers, who were great in number in the Bengal army, were much offended at the annexation of Oudh.

Unit III

IV Religious Causes:

The rapid progress of Western thought and science was looked upon by the masses with great suspicion. People developed fears that the Government wanted to westernize and Christianize the people, and make them forget their own literature and faith. The Hindus did not look upon the changes with favour and considered it as a serious interference in their religious matters.

V Immediate cause:

The introduction of the new Enfield Rifle in the army caused serious indignation among Indian troops and set the flames to rise. A greased cartridge was used for loading the rifle and the end of it was to be bitten off by the user. A rumour spread (and ultimately that proved to be true) that the cartridges were greased with the fat of cows and pigs. Both Hindus and Muslims came to believe that this was a deliberate attempt to defile their religion. The sepoys were alarmed. This news spread like wild fire all over the country.

Sectional Recapitulation:

Q.1 Why were Indian sepoys annoyed with the English?

Q.2 What do you understand by the General Service

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Enlistment Act?

Q.3 Why was there indiscipline in the Indian army?

Final Recapitulation:

Q.1 What is Doctrine of Lapse?

Q.2 Name the chief states affected by the Doctrine of Lapse.

Q.3 Why were the Taluqdars of Oudh against the English?

Q.4 What do you understand by the General Service Enlistment Act?

Q.5 What was the immediate cause of the Great Rising of 1857?

Application Stage:

Fill in the blanks:

a) Dalhousie had brought to an end the Indian states by----

b) Dalhousie had refused to continue the ---------- that had been granted to Nana Sahib.

c) The Mohammendans were shocked at the news that ---- and his successors would be deprived of even titular dignities.

d) The -------- was disbanded and a large number of soldiers became discontented because they were thrown out of work.

e) --------- were not so well paid and they had no system of promotion, as their English comrades in arms.

f) The introduction of the new Enfield Rifle in the army caused --------among Indian sepoys.

Board summary:

[illegible]ckboard summary will be developed side by side with the [illegible] co-operation of the students. The chief events, dates and places will be written down on it.

Home work:

What were the chief causes of the Revolt of 1857?

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Lesson No. 2 (Herbartian Approach)

Name of the school:

Class:- 7th

Average age of pupils:- 12+

Subject:- History.

Topic:- Robert Clive

Sub topic:- Clive's Second Governorship of Bengal.

Time allowed:- 30 minutes.

Date:-

TEACHING AIDS:

I) Portrait of Robert Clive, ii) A rolling board, iii) Ordinary class-room apparatus.

GENERAL AIMS:

i) To develop taste for learning history among the students, ii) To develop historical imagination, reasoning and judgement among the students, iii) To give proper conception of time, space and society. iv) To help the students to have a scientific and historical attitude.

SPECIFIC AIM:

I) To enable the students to learn about the British Rule in India under Robert Clive. ii) To enable the students to acquire the knowledge about Clive's second Governorship of Bengal.

TESTING PREVIOUS KNOWLEDGE AND MOTIVATION:

In order to test the previous knowledge and motivate the students for the present topic, the pupil teacher will ask the following questions:

Q.1. What is the name of our country?

Exp. A.1. India.

Q.2. When did India get freedom?

Exp. A.2. In 1947.

Q.3. Who ruled over India before freedom?

Exp. A.3. The Britishers.

Q.4. Who was the first Governor of Bengal during the British rule in India?

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Exp. A.4. Lord Clive or Robert Clive.

Q.5. What do you know about Clive's second Governorship of Bengal?

Exp. Q.5. The students may or may not be able to answer this last question, so the teacher will announce her topic.

ANNOUNCEMENT OF THE TOPIC:

Well students, today we shall learn about Clive's Second Governorship of Bengal. The topic will be divided into two units.

PRESENTATION:

UNIT I:

Clive came to India in 1765 as the Governor of Bengal for the second time. The period of second Governorship of Bengal of Lord Clive is remarkable for the successful handling of the political and administrative problems which confronted the Company in 1765. His masterly handling of the situation silenced all opposition and created an atmosphere of calm and quiet, at least for some time.

The administrative reforms were rather difficult. On the occasion of the accession of Najam-ud-Daulah, the son of Mir Jafar in 1765, presents were got even from the ministers. The worst thing about the whole affair was that all this was done in the face of the specific orders from the Company, prohibiting the acceptance of presents and requiring its servants to sign covenants agreeing not to accept them in future. The servants were under the impression that as Clive himself had accepted presents in the past, he would not be able to take action against them. However, they were mistaken in their calculations. Clive was determined to carry out the orders of the Company.

When Clive came to Calcutta, he found that there was great lack of senior servants in the Company. The reason was that the salaries of the Company's servants were hopelessly low and efficient persons were not available on those terms.

The intention of Lord Clive was to regulate the private trade in such a way that out of the profits, higher salaries might be given and

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efficient persons might be forthcoming. Although Clive was in favour of raising the salaries of the servants of the Company, but he failed in this objective on account of the opposition of the Court of Directors of the Company.

SECTIONAL RECAPITULATION:

Q.1. When did Clive come to India as the Governor of Bengal for the second time?

Q.2. When Clive came to Calcutta, what did he find there?

UNIT II.

Salt was a monopoly of the Company and Lord Clive decided to administer the same and employ the profits arising out of it for the payment of additional allowances to civil and military servants.

The starting of a trading company with the object of giving higher salaries to the servants of the Company was contrary to the orders of the Company. However, when the Directors came to know of it, they immediately ordered its abolition. But Lord Clive kept those orders suspended as long as he was in Bengal and hoped to procure their reversal on his return to England. Lord Clive was condemned, for what Lord Cornwallis was praised later on.

Lord Clive had to deal with the military side of the administration also. While doing so, he had to face a difficult situation. When the English Company got the Diwani of Bengal, Bihar and Orissa, the duty of paying 'Double Batta' to the soldiers fell on the shoulders of the Company.

Lord Clive prepared a comprehensive scheme in this connection. The troops of the Company were divided into three Brigades, each consisting of one regiment of European infantry, one company of artillery, six battalions of sepoys and one troop of block cavalry. When they took the field, they were to draw 'Batta' within the limits of Bengal and Bihar, but if they crossed into Oudh, they were entitled to 'Double Batta'.

Clive set up a fund known as 'Lord Clive's fund' with a view of helping the servants of the Company at the time of financial difficulty.

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The fund was created out of the sum of Rs.5 lakhs given by Mir Jafar to Clive.

SECTIONAL RECAPITULATION:

Q1. What was the object of starting a trading Company?

Q2. In how many brigades the troops of the Company were divided?

Q3. What was the name of the fund set-up by Clive?

FINAL RECAPITULATION:

Q1. When did Clive come to India as the Governor of Bengal for the second time?

Q2. When Clive came to Calcutta, what did he find there?

Q3. What was the object of starting a trading Company?

Q4. In how many brigades the troops of the Company were divided?

Q5. What was the name of the fund set-up by Clive?

Fill in the blanks:

01. Clive came to India in 1765 as the Governor of Bengal.

02. The salary of the servants of the company was low.

03. Clive approached the British Govt. to raise the salary of the servants of the Company.

04. He created a sum of Rs. 5 lakhs as a special fund.

B.B. SUMMARY:

B.B. summary will be developed side by side with the active participation of the students to note important dates, places and events, and the same will be written on the B.B.

H. WORK.

Write a short not on the achievements of Lord Clive during his second governorship.

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Lesson No. 3 (Herbartian Approach)

Class 8th

Average age of students 14+ years

Subject History

Topic Muhammad Tughlaq

Sub-topic His visionary plans

Time 35 minutes

School

Date

Teaching aids

1. Ordinary classroom apparatus.
2. A portrait of Muhammad Tuqhleq
3. A time-line showing plans in chronological order.
4. A political map of India.

General aims :- 1. To develop a taste for history among the students. 2. To develop imagination, reasoning and judgement among them. 3. To prepare the students for future in the light of the past 4. To give proper conception of time, space and society.

Specific aim : To help the students learn about the visionary plans of Muhammad Tughlaq.

Previous Knowledge :- It is assumed that the students have laready read about the Sultans of Delhi. In order to test the previous knowledge of the students and to prepare them for the topic in hand, the teacher will ask the folowing questions:-

Testing of P.Knowledge and Motivation:

Q.1 What is the name of your country?

Exp.A.1 India.

Q.2 What is the name of the capital of India?

Exp.A.2 New Delhi.

Q.3 Name some famous buildings of New Delhi.

Exp.A.3 Red Fort, Jama Masjid, Qutub Minar etc.

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Q.4 Who built Qutub Minar?

Exp.A.4 Qutub-ud-Din Aibek.

Q.5 To which dynasty did he belong?

Exp.A.5 He belonged to the Slave Dynasty.

Q.6 Which dynasty did rule over northern India after the fall of the Slave Dynasty?

Exp.A.6 The Khalji Dynasty.

Q.7 Which dynasty ruled over norhtern India after the Khaliji's?

Exp.A.7 The Tughlaqs.

Q.8 Who was the famous ruler of the Tughlaq dynasty?

Most of the students may not be able to give the satisfactory answer to this question, hence the pupil-teacher will announce his topic, saying, well children today we will learn about Muhammad Tuglaq and his visionary plans.

The topic will be dealt in two units.

Presentation:

Unit I

Muhammad Tughlaq after the death of his father, Ghias-ud-Din in 1325 A.D., ascended the throne of Delhi.

Muhammad Tughlaq was convinced of unrest by the frequent rebellions in the south. In order to keep in control, the newly conquered south, he wanted to shift his capital.

(1) Change of capital 1327 A.D.

Muhammad Tughlaq transferred his capital from Delhi to Deogiri (renamed it Daulatabad) in 1327. Another consideration which must have prompted him, was the need of taking the capital away from the frequent threat of invasions by the Mongols.

The scheme in itself was very sound and there was nothing wrong with it. Daulatabad was a safer and more central place and under normal conditioins would have led to fruitful results. In this connection the Sultan took two distinct measures. The first was the transfer of the capital to Daulatabad, and all officials with their families were compelled to migrate there. Two years later the Sultan passed a second order,

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asking all inhabitants of Delhi to migrate enmass to Daulatabad. Ibn-Batuta, the historian says that the people had to face hardships in migrating to the new capital.

After some time, the Sultan realised his mistake and ordered his offices and people to march back to Delhi, which caused greater hardships and a, huge waste of funds of the state.

(2) Token Currency 1330 A.D.

The transfer of the capital and the construction of Daulatabad cost the government huge sums. The ruler therefore, introduced token currency. The Sultan introduced this measure because the conquest of the Deccan had disturbed the ratio of gold, silver and copper coins even for the spurious ones, on demand . So long as the ratio between the values of these metals remained constant, there was security in trade and commerce. But changes produced confusion. In order to restore the balance and to increase the amount of currency, the Sultan ordered that copper coins should stand for the value of silver coins of the same weight. The execution of the scheme was seriously defective. The government did not improve the design of the new coins, so that they could be easily manufactured by mischievous persons. It is said that practically every house became a mint and a very large number of counterfeit coins came into circulation. The people paid their taxes in the new coins. They began to hoard and suppress genuine gold and silver coins. The value of the token coins fell so heavily that nobody accepted these coins. The Sultan had to recall the token coins and paid silver and gold coins for all token coins, whether genuine or spurious. Thus this scheme also failed due to defective execution.

Sectionall Recapitulation:

Q.1 Why did the Sultan want to change his capital?

Q.2 What was the name of the new capital?

Q.3 Why did the Sultan order to march back to Delhi?

Unit II

Scheme of conquests 1337-1338 A.D.

Muhammad Tughlaq wanted to conquer Iran and Khorasan. Many exiled Khorasani nobles lived at his court, who advised the Sultan to conquer Khorasan. As Iran and Khorasan were constantly at war with each other, the Sultan thought that the task would not be very difficult. He collected a huge army of about 370,000 and kept it for a year for

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this purpose. As the Sultan did not get a suitable chance to march and the relation between the two countries steadily improved, the scheme fell through. The Sultan had to incur heavy expenditure on keeping such a large army in vain. After some time, the Sultan ordered his armies consisting of one lakh of soldiers to conquer China. Unluckily pestilence broke out among his soldiers due to heavy rains and the expedition could not make much headway. Their supply line was cut off and most of the troops died of hunger, exposure and disease.It is said that only ten horsemen survived these hardships.

(4) Taxation in the Doab 1341 A.D.

All his wrong policies meant huge drain on the treasury expenditure on some of these schemes, so the Sultan in 1341 A.D. thought of enhancing the rate of land revenue in the Doab. He increased the rate because the soil of Doab was very fertile and the people were well off. Moreover, the rate of revenue was rather low. Unfortunately the measure was succeeded by unprecedented drought and consequent famine. The peasants could not pay the taxes, but the officials demanded payment with unusual harshness. The result was that the poor cultivators had to run away from their homes to the jungles in order to escape the oppression of the tax collectors. Even there they were not spared. Thousands of them were arrested and executed as rebels. After some time the Sultan understood the folly and openend free kitchens and advanced taccavs loans to the cultivators. The taxes too were remitted. But all these measures came too late.

Sectional Recapitulation

Q.1. Why did the Sultan want to conquer Iran and Khorasan ?

Q.2. What was the number of his soliders for conquering Iran and Khorasan?

Q.3. What was the result of this scheme?

Final Recapitulation

Q.1. Why did Muhammad Tughlaq want to change his capital?

Q.2. Why did the scheme of change of capital fail?

Q.3. What did the Sultan do finally?

Q.4. Why did the Sultan need money?

Q.5. What was the result by raising taxation in the Doab?

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Applicatin stage:-

Write down true/false against each sentence:-

1) Mumhammad Tughlaq laid the foundation of the Tuglhlaq Dynasty in 1320 A.D. (T/F)

2) Mumhammad Tughlaq after killing his father, Ghaias-ud-Din, ascended the throne (T/F).

3) Mumhammad Tughlaq in order to punish the people of Delhi, changed his capital to Daulatabad in the South (T/F)

4) TheSultan, while introducing token currency, wanted to create confusion among his people. (T/F)

5) The enhancement of taxation in the Doab in 1341 A.D. was welcomed by his subjects. (T/F)

Black board summary will be developed with the participation of the students and the following points will be written on it:-

a) Change of capital from Delhi to Daultabad in 1327 A.D.

b) There were frequent Mongol invasions from the north.

c) Idn-Batuta, a historian.

d) Token currency in 1330 A.D.

e) The Sultan ordered that copper coins should stand the value of silver coins of the same weight.

f) Schemes of conquests to Iran and Khorasan 1337-1338 A.D.

g) Taxation in the Doab, 1341 A.D.

B.B. Summary:

B.B. Summary will be developed side by side with the participation of the student.

Home Work:

Describe the visionary plans of Mumhammad Tughlaq.

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Lesson No. 4 (Herbartian Approach)

Class	6th
Average age	13+
Subject	History
Topic	Ashoka, the Great
Sub-topic	Spread of Buddhism by Ashoka
Time	35 minutes
School	
date	

Illustrative aids:
1. Ordinary class room apparatus
2. A political map of India
3. A portrait of Lord Buddha and Ashoka

General aim: 1. To develop a taste for history among the students. 2. To develop imagination, reasoning and judgement among them. 3. To prepare the students for future in the light of the past. 4. To give proper conception of time, .space and society. 5. To acquaint the students with past-heritage.

Specific aim:- To enable the students to learn about the steps taken by Ashoka to spread Buddhism.

Previous Knowledge:- It is assumed that the students have already studied about the Chandra Gupta Maurya and Bindusara.

Testing of P.Knowledge and Motivation:-In order to test the previous knowledge of the students and to motivate them, the pupil teacher will ask the following questions:-

Q.1	Which is your National Flag?
Exp.A.1	Tricolour
Q.2	What are the different colours of your National Flag?
Exp.A.2	They are saffron, white and green.
Q.3	Which symbol is in the middle of the tricolour?
Exp.A.3	It is Ashoka Chakra.
Q.4	From where is this Ashoka Chakra taken?

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Exp.A.4 It has been taken from the great king, Ashoka.

Q.5 What steps were taken by Ashoka to spread Buddhism?

The students may not be able to give the answer to this question properly. Hence the pupil teacher will declare his topic saying, well children, today we shall study how Ashoka tried to spread Buddhism.

Presentation: The topic will be divided into two units.

Unit I

It is said that Ashoka formerly was a worshipper of Shiva. The Kalinga war, in which lakhs of people were killed, is the turning point in the history of the world. He embraced Buddhism and throughout his life, he did his best to spread it not only in India but abroad also. It was after his conversion to Buddhism that Ashoka devoted all his time, energy and vast resources for the spread of his faith in and outside India.

Methods and measures used to spread Buddhism :-

1) Personal example : First of all Ashoka greatly reformed his own way of life and thus set an example for his subjects. He ordered that no animal was to be sacrificed for the royal kitchen. This personal example of Ashoka created a great effect on his subjects.

2) Buddhism as a state religion: Ashoka made Buddhism the state religion and employed all the state machinery for its spread. The people were thus attracted towards Buddhism and they embraced it in great numbers. He did not compel people to accept Buddhism.

3) Wide publicity: Ashoka got engraved the main teachings of Buddhism just as 'Ahinsa', respect of elders, kind treatment with the inferiors and speaking the truth etc., on pillars and erected them on important places and on the highways so that the common people could read them. All this wide publicity proved very useful as most of the people began to know and then follow the chief principles of Buddhism.

4) Dharma Yatras: After embracing Buddhism in about 261 B.C., Ashoka began to make pilgrimages to the Buddhist holy places. Accompanied by the Buddhist saint, Upagupta, Ashoka visited Gaya, where Buddha got the light; Lumbini Garden, where Buddha was born; Sarnath, where the Lord first preached his sermon. Asoka's visits to these holy places aroused the interest of the people in Buddhism.

Sectional Recapitulation:-

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Q.1 How did Ashoka reform his own way of life?

Q.2 Which faith was made as a state religion by Ashoka?

Q.3 What steps were taken by Ashoka to give wide publicity to Buddhism?

Q.4 Name the holy places visited by Ashoka after embracing Buddhism.

Unit II

5) Dharma Mahamatras: Ashoka created a new class of officers known as the Dharma Mahamatra. Their main duty was to improve the life of the people and to preach the Buddhist faith among them. They were mostly staunch Buddhists and during their tours, they naturally preached Buddhism among the people with great zeal.

6) Building of Monastries: Ashoka built a large number of monasteries throughout the length and breadth of his empire for the Bhikshus to live in. Not only huge grants were given to these monastries for the propagation of the Buddhist faith, but also the learned Buddhists were awarded scholarships. Likewise a great many stupas were constructed by Ashoka at different places in his empire.

7) Third Buddhist Council: In order to remove the differences that arose among the Buddhists, Ashoka called the Third Buddhist Council at Pataliputra in about 252 B.C. This Council was attended by about 1,000 Buddhists from all over the country, and it continued for about nine months. The council was successful in removing many differences among the various sects of Buddhism and thus gave a great impetus to the missionaries to work unitedly and with a greater zeal.

8) Foreign Missions: Ashoka sent his preaching missions not only in different parts of India, but also to many foreign countries of the world. These missions carried the message of the Lord in the Himalyan territory, Burma, Nepal, Ceylon, Egypt, Syria and Macedonia. His message appealed to the hilly people so much that about eight millions of them embraced Buddhism. Similarly, Ashoka sent his son, Mahendra, and his daughter, Sanghamitra, to Ceylon. This mission proved so much successful that the Ceylonese King, Tissa along with his ministers and people embrace Buddhism.

Q.1 Who were Dharma Mahamatras? What was their main duty?

Q.2 What do you know about the Third Buddhist Council?

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Q.3 Name the Himalyan countries where Ashoka sent his missionaries to preach Buddhism.

Final Recapitulation:-

Q.1 How did Ashoka reform his own way of life?

Q.2 What steps were adopted by Ashoka to give wide publicity to Buddhism?

Q.3 What was the main duty of Dharma Mahamatras?

Q.4 For what purpose was the Third Buddhist Council held by Ashoka?

Q.5 Name the neighbouring countries of India where Ashoka sent his missions to preach Buddhism.

Applicant Stage:

Fill in the blanks:-

i) Ashoka ordered that no animal was to be sacrificed for the _____

ii) _____ was made a state religion.

iii) Ashoka got engraved the _____ of Buddhism on pillars and on the high ways.

iv) In _____Ashoka made pilgrimages to the Buddhist holy places.

v) Third Buddhist Council was held in _____ at Pataliputra.

vi) Ashoka sent his _____and _____to Ceylon to spread Buddhism there.

Blackboard Summary:

Blackboard summary will be developed side by side with the active participation of the pupils. Important events, dates, places and names connected with the topic will be written on it.

Homework:-

Write a brief note on the methods and measures taken by Ashoka to spread Buddhism.

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Lesson No. 5 (Herbartian Approach)

Class	:	7th
Average age of the students:		11+
Duration of the period	:	40 minutes
Subject	:	History
Topic	:	How Babar conquered Delhi
Roll No	:	
School	:	
Date	:	

TEACHING AIDS

A map of India showing the territories conquered by Babar, a well-prepared sketch of the First Battle of Panipat (1526), a chart showing the various weapons of war used in medieval and modern days, and the usual class-room aparatus.

AIMS:

General: 1) To acquaint the students with the history of medieval India, and show that the present is the outcome of the past.

2) To develop historical reasoning, imagination and to cultivate patriotism among students.

3) To acquaint the students with the personal qualities which Babar had as a general.

Specific: To make students understand how Babar was able to capture Delhi.

PREVIOUS KNOWLEDGE:

The students have studied upto the end of Lodhi dynasty and are now prepared to study the first Battle of Panipat fought between Babar and Ibrahim Lodhi.

MOTIVATION:

In order to motivate children, the P.T. will draw a map of India on the B.B., and put the following questions to the class:-

Q.1) Name the capital of India.

A.1) Delhi.

Q.2) Which is the historical battle-field near Delhi?

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A.2) Panipat.

Q.3) Between whom was the First Battle of Panipat fought?

A.3) The students may not be able to answer the question. So, the P.T. would state the aim of the lesson.

STATEMENT OF THE AIM

The P.T. would say students today we shall study how Babar was able to conquer Delhi.

PRESENTATION

The lesson will be presented in two units.

Unit First

Matter	Method
In the year 1483 A.D., Zahir-Ud-Din Mohammad Babar was born. He was 12 years old when his father Sultan Umar Sheikh Mirza died, and he became the king of Farghana, now in Russian Turkistan. He desired to conquer Samarkand but failed due to the intrigues of his kith and kin. He even lost Farghana. But as luck would do, Babar occupied Kabul in 1504 due to its internal problems. He took the title of Padshah (Emperor). He wanted to consolidate his position by regaining his heritage, but failed.	1) After showing the map, the P.T. will ask: where is Farghana in the map? 2) What was the name of Babar's father? 3) When Babar ascended the throne of Farghana, what was his aim? 4) How did Babar lose Farghana? 5) How did he capture Kabul? 6) When Babar set up a kingdom in Kabul, what was his age?
After his disappointment, he turned to India during 1519-26. Five times he invaded India and the last was the Battle of Panipat in 1526. The reasons which made him to conquer India were as follows:-	7) Why did Babar make up his mind to conquer India?
1) He had a strong ambition to conquer India. 2) Politically conditions were favourable. 3) Ibrahim Lodi's Government	8) What was the political condition of India when Babar invaded it?(The map of India will be referred to)

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Matter	Method
was unpopular. 4) Internal unrest.	
Babar invaded Punjab when its governor invited him to invade, and soon returned to Kabul.	9) Why did Babar invade Punjab?
Babar was anxious to conquer India and Punjab easily fell in his hands. But Delhi was difficult to conquer.	10) Why did Babar invade Punjab again?
The discontented lot of people welcomed him. Besides, Rana Sanga of Mewar agreed to help him, but later on he was considered as not having offered any help to Babar.	11) Why was Rana Sanga willing to help Babar?
When Ibrahim Lodi heard about his march to Delhi, he sent his two advanced parties, but both were defeated. Then Ibrahim came to fight Babar in Panipat.	12) What action was taken by Ibrahim Lodi when he heard Babar was marching toward Delhi?

SECTIONAL RECAPITULATION

1) Give an account of Babar's early life.
2) Why was Babar eager to conquer India?
3) What was the condition of India on the eve of Babar's invasion?
4) Where did the two opposing armies meet?

UNIT SECOND

Matter	Method
Babar utilised the services of his able generals to organise his artillery helped by 13,000 cavalry. He fought from a very favourable position to have the conquest.	1) How did Babar arrange his troops in the battlefield?
Ibrahim Lodi's troops numbered 10,000 and 100 elephants but his management of troops was poor.	2) How did the Sultan organise his troops?
	Showing the battle-field

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Matter	Method
For 8 days the two opposing sides faced each other without any offensive. But Babar could not wait and launched his attack on April 21,1526. Lodi's were hard hit and defeated. Ibrahim lost his life while fighting.	sketch, the P.T. will ask:-
	3) What were the weapons-of-war used by Babar and the Sultan?
	(A chart of modern and medieval weapons will be displayed)
Babar won the battle due to his excellent generalship, cavalry and artillery arrangement, and above all, his skilful war management.	4) Who won the battle?
	5) What were the reasons for Babar's victory?
It was thus the First Battle of Panipat which put Babar in a comfortable position. He shattered Lodi power and Hindustan fell into the hands of the Mughals.	6) What were the results of the First Battle of Panipat?

SECTIONAL RECAPITULATION:

1) How had Babar organised his troops in the battle field?

2) How was victory on the side of Babar?

3) What were the results of the First Battle of Panipat?

FINAL RECAPITULATION:

1) Explain the political condition of India on the eve of Babar's invasion?

2) What were the main causes of Babar's success in Panipat?

3) Describe the results of the First Battle of Panipat?

B.B.SUMMARY

Important points will be written on the B.B. with the active participation of students.

HOME TASK

Describe the factors for the success of Babar in the First Battle of Panipat.

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Lesson No. 6 (Herbartian Approach)

Date :
Class : 7th
Age group : 13+
Subject : History
Topic : Shah Jahan, the Magnificent Builder
Duration : 35 minutes
School :
Date :

TEACHING AIDS:

Ordinary class room apparatus, a map of India showing the various buildings of Shah Jahan existing in India, a hand-made chart showing all the buildings of Shah Jahan, a model of Taj Mahal etc.

GENERAL AIMS:

1) To explain the cultural environment of Shah Jahan's time.
2) To acquaint students with the past heritage.
3) To teach the students the skill of filling in the map.
4) To develop their power of reasoning, imagination and judgement.

SPECIFIC AIM:

To familiarise the students with Shah Jahan as a great builder. Attempt will be made to correlate the lesson with the social environment of the students.

PREVIOUS KNOWLEDGE:

The students have already studied Shah Jahan's early life, main events of his life and they have some background about some of his buildings.

INTRODUCTION:

The following questions will be asked in order to present the lesson:-

1) Name the capital of India. (Delhi)
2) Where is the National Flag hoisted in Delhi? (Red Fort)
3) Who has built Red Fort? (Shah Jahan)

4) Did Shah Jahan build any other building? (Yes)

ANNOUNCEMENT OF AIM:

The P.T. will say, well students today we shall study Shah Jahan as a magnificient builder.

PRESENTATION:

The lesson has following parts, to be studied one by one:-

1) Buildings at Agra 2) Buildings at Delhi

3) Buildings at Lahore (Pakistan) 4) Buildings in Kashmir.

Matter	Method
I. Building at Agra:	
Agra is famous for its Taj Mahal— a master piece of architecture. This was built by Shah Jahan in the memory of his wife Mumtaz Begum. Pure marble is used in its making during 22 years. It cost nearly rupees 3 crore, and 20,000 workers were employed daily. Both Shah Jahan and his queen Mumtaz are buried there.	A model of Taj Mahal will be used to explain the point. It will be impressed on the students that the Taj Mahal is reputed internationally as a piece of beauty, art and excellence. All dignitaries visiting India do visit Agra to see the Taj.
Moti masjid, Agra:	
It is built in Agra Fort at the cost of rupees 3 lakhs. It is known as Pearl Mosque. It is the loveliest house of prayer, full of grace, elegance and charm.	Students will be shown the picture of Moti Masjid. Its beauty, location and topography will be explained.
Musamman Burj:	
Precious stones were used in its construction. Shah Jahan died here while his eyes were fixed on building.	This building will be correlated with the buildings constructed by kings in the locality.
II. Buildings at Delhi:	
Red Fort, Delhi:	It will be correlated with a local and adjoining architectural designs.
Very few buildings match with Red Fort, Delhi as it reflects the	1) Where did Shah Jahan breathe his last? The map of Delhi will be shown, and focus will be on the

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Matter	Method
great pomp and show of the Great Mughals. The high walls are of red stone, hence the name Lal Qilla. The Dewan-i-Am and the Diwan-i-Khas are master pieces of architectural work. The Diwan-i- Khas is "a paradise on earth".	Red Fort. The questions put will be:-
Red Fort is very important these days as our National Flag is hoisted there and our Armed Forces are stationed there.	1) Where is the Red Fort situated?
	2) What are the places worth-seeing in it?
	This building will be correlated with the Parliament House in Delhi.
	3) Why is Diwan-i-Khas called ' the paradise on earth'.
Jama Masjid, Delhi:	
It is made of red stone, and presents an impressive appearance. It is a spacious building and was built in 6 years. Probably it is the greatest mosque in India.	The picture of Jama Masjid will be shown to students. The following questions will be asked:-
	4) What is the colour of its stones?
	The mosque will be correlated with the local or any adjoining grand and spacious mosque.

SECTIONAL RECAPITULATION:

1) Why was Taj Mahal built by Shah Jahan?

2) Why is Taj Mahal so famous?

3) Where is Jama Masjid situated?

III. Buildings at Lahore

Jahangir's Tomb:	
Four miles away from Lahore, it stands on the bank of River Ravi. The building was built by Shah Jahan in the memory of his father, Jahangir. The building is artistic and Jahangir and his queen, Nurjahan are buried there.	5) Who was Jahangir?
	Students will be asked to locate Lahore on the map of undivided India. Jahangir's tomb will be shown on the chart.
Shalimar Bagh, Lahore (Pakistan)	6) Why was Jahangir's Tomb built?
	The building demands comparison with Nassirudin's

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Matter	Method
Besides buildings, laying gardens was Shah Jahan's liking. He built Shalimar Garden at Lahore under the guidance of Ali Mardan Khan.	tomb. The garden can be compared with an appropriate garden of equal standard.
IV Buildings in Kashmir.	
Nishat bagh, Kashmir: This bagh (garden) and Shalimar Bagh are great attractions of kashmir and this shows Emperor's liking for gardens.	-Do-
Chashma Shahi: This is the smallest of the Mughal gardens and is 5½ miles away from the city of Srinagar. Its water is very cold and effective.	Late J.L.Nehru often stayed in this garden and was very fond of it.

FINAL RECAPITULATION:

1) Name the building built at Agra by Shah Jahan.
2) What things are worth-seeing in the Red Fort, Delhi?
3) Who supervised the construction of Shalamar Garden in Lahore (Pakistan)?
4) Where is Chashma Shahi situated?

B.B. WORK

i. Buildings at Agra ----Taj Mahal, Moti Masjid and Musamman Bury.

II. Buildings at Delhi---Red Fort, Jama Masjid.

III. Buildings at Lahore---Jahangir's tomb, Shalimar Garden.

IV. Buildings in Kashmir---Shalimar Garden, Nishat Bagh, Chashma Shahi.

HOME WORK:

The students will be asked to collect the pictures about the buildings of Shah Jahan--the magnificient builder.

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LESSON NO. 7 (R.C.E.M. Approach).

Identification Data.

Roll No:

Name of the school:

Class: 8th

Average Age of the pupil: 13+

Subject: History

Topic: Features of Indian Constitution

Sub- topic: Fundamental Duties

Time duration: 35 minutes

Date:

B-I TEACHING POINT

1) The first fundamental duty is to respect the Constitution, national flag and the National Anthem of our country.

2) The second fundamental duty is that we should follow the noble ideals which inspired India's national struggle for freedom.

3) The third fundamental duty is that we should protect and improve environment.

4) The fourth fundamental duty is that we should develop the scientific temper, humanism and the spirit of inquiry and reform.

5) Another fundamental duty of a citizen is not to harm public property like buses, railways, hospitals, police stations etc.

B-2. OBJECTIVE OF THE LESSON.

To acquaint the learner with the fundamental duties.

B-3. EXPECTED BEHAVIOURAL OBJECTIVES(E.B.Os).

1.1 The learner is able to recall the fundamental duties (knowledge).

1.2 The learner is able to to respect the national flag and National Anthem (knowledge).

1.3 The learner is able to recognise the public properties on

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the chart (knowledge).

B-4. TEACHING AIDS.

Blackboard, few pieces of chalk, duster, roller board, chart on fundamental duties.

C. PROCESS:

MOTIVATION:

In order to motivate the students, the pupil teacher will ask the following questions:-

Q.1. In which country do you live?

A.1. We live in India.

Q.2. What type of Government is there in India?

A.2. India has a democratic form of Government.

Q.3. When did our Indian Constitution come into force?

A.3. Our Constitution came into force on January 26, 1950.

Q.4. How many fundamental rights have been granted by the Constitution of India?

A.4. The Constitution has guaranteed six fundamental rights.

Q.5. What do you know about fundamental duties?

A.5. Students may or may not be able to answer the question, then the pupil teacher will announce the topic.

C-2. ANNOUNCEMENT OF THE TOPIC.

Well students, today we will study about the fundamental duties.

C-3. PRESENTATION

Pupil Teacher Activity	Student Activity	Use of B.B
1. The P.T. will ask the students, what do you see here? (pointing towards the national flag)	This is our national flag.	
Then the P.T. will tell the students, our first important	Students are intera-cting.	The citizen is required to abide by

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Pupil Teacher Activity.	Student Activity.	Use of B.B
fundamental duty as a citizen is to abide by the Constitution and respect its ideals, institutions, flag and National Anthem.		the Constitution and respect its ideals, institutions, flag and National Anthem.
2. The P.T will ask the students to name some important leaders of India.	Mahatama Gandhi, Chandra Shekhar, Bhagat Singh etc.	Mahatam Gandhi, Chandra Shekhar, Bhagat Singh, Rabindera Nath Tagore etc., are the important leaders of India.
There were leaders who struggled hard and even laid down their lives for the sake of the country. We should always remember them for their heroic deeds.	Noting important points on their note books.	We should always remember them for their heroic deeds.
Now the P.T. will tell the students that our second fundamental duty is that a citizen should cherish and follow the noble ideals which inspired India's national struggle for freedom.	Students are interacting.	Citizens should cherish and follow the noble ideals which inspired India's national struggle for freedom.
3. Our next fundamental duty is that a citizen should uphold and protect the sovereignity, unity and integrity of India.	Noting important points on their notebooks.	Citizens should uphold and protect the sovereignty, unity and integrity of India.
4. Our next fundamental duty as a citizen is to defend the country and render the country national service		A ctizen has to defend the country and render national service when called upon to do so.

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Pupil Teacher Activity	Student Activity.	Use of B.B.
when called upon to do so.		
5. The P.T. pointing towards the people of different religions on the chart asks, what is this?	These are the people of different religions.	Hinduism, Sikhism, Islam and Christ-ainity.
Now the P.T.will tell the students that our next fundamental duty as a citizen is to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diver-sities, and renounce practices derogat-ory to the dignity of women.	Students are noting important points on their note books.	Citizens are required to promote harmony and the spirit of common brotherhood amo-ngst all the people, transcending religi-ous, linguistic and regional or sectional diversities.
6. The P.T. will point towards the forests, rivers and wild life on the chart and ask, what is this?	These are our public properties.	Forests, rivers, lak-es, wild life etc.
7. Our next fundamental duty is that every citizen should value and preserve the rich heritage of India's composite culture.	Students are inter-acting.	Citizens should val-ue and preserve the rich heritage of India's culture.
8. The P.T. pointing towards the forests, rivers, and wild life on the chart and then ask, what is this?	These are our public properties, and include forests, lakes, rivers and wild life.	Forests, rivers, lakes, wild life etc.
Then the P.T. will tell the students that the next fundamental duity of citizens is to protect and improve the national environment inclu-ding forests, lakes, rivers and		Citizens are required to protect and improve natural environment inclu-ding forests, lakes, rivers, wild life etc.

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Pupil Teacher Activity	Student Activity	Use of B.B.
wild life, and have compassion for living crea-tures.	Students are listening.	
9. Our next important fundamental duty as citizens is to develop the scientific temper, humanism and the spirit of inquiry and reform.	-Do-	Citizens should develop the scientific temper, humanism and the spirit of inquiry and reform.
10 The P.T. will ask the students, what do you observe in this picture? (pointing towards the picture of a bus and bus-stand) hospital, railway station etc., on the chart).	Hospital, railway station, police station, bankes etc.	Hospital, railway station, police station, banks etc.
Now the P.T. will tell students that our next fundamental duty is, that citizens are expected to safeguard public property and abjure violance.	Students are interacting.	Citizens are expected to safeguard public property and to abjure violence.
Conclusion:		
As fundamental rights given by the Constitution are important for a person's growth and personality, the Govemment on the other hand demands obligations from its citizens. We fulfil these demands by performing certain duties known as fundamental duties.	Noting important points on their notebooks.	Fundamental rights given by the Constitution are, important for a person's growth and personality. The Government on the other hand demands obligations from its citizens. We fulfil these demands by performing fundamental duties.

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C-5 CLOSURE.

Q.1. Name the three fundamental duties .

A.1. i)The citizens should uphold and protect the sovereignty, unity and integrity of India.

ii) The citizens are expected to safeguard public property and to abjure violence.

iii) The citizens are required to abide by the Constitution and respect its ideas , Constitution, the flag and the National Anthem.

Q.2. What do you include in the public property?

A.2. Railway stations, hospitals, police stations, bus stands, banks etc,. are included as public property.

Q.3. Name some great leaders of India.

A.3. Mahatma Gandhi, Chandra Shekhar, Bhagat Singh,Sarojini Naidu etc.

D. OUTPUT.

D-1 R. L.Os.

Fill in the blanks:-

1. We should respect our National Flag and National Anthem.
2. Mahatama Gandhi, Chandra Shekhar and Bhagat Singh are considered to be the leaders of India.
3. The citizens should uphold and protect the sovereignty, unity and integrity of India.
4. The citizens are expected to safeguard public property.

Match the following:-

1.	The citizens are expected to safeguard	Bus stands, police stations etc.
2.	Our public property is	Lakes, rivers, forests etc.
3.	We should uphold and protect the	Mahatama Gandhi, Bhagat Singh etc.
4.	Our great leaders are	Sovereignty, unity, integrity

D.2 HOME ASSIGNMENT

Write down the five fundamental duties of the people of India.

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LESSON N0 8 (RCEM Approach)

IDENTIFICATION DATA

Roll No	
Name of the school	
Class	8th
Average age of the pupil	13+
Subject	History
Topic	Akbar
Sub-topic	Religious policy of Akbar
Time-duration	30 minutes
Date	

Input

Teaching Points:

I. Akbar was born on November 23, 1542 A.D.

II Akbar was only 13 years in 1556 when his father was dead, and he was proclaimed the king.

III Bairam Khan was his guardian.

IV Akbar was very interested in the problems of religion.

V Akbar was the founder of a new religion, Din-i-Ilahi.

VI Akbar's new religious dream was that India should be united as one country.

Objective of the Lesson:

To acquaint the students with the religious policy of Akbar.

Expected Behavioural Objective (E.B.O):

1.1 To acquaint the students with the religious policy of Akbar. (Knowledge)

1.2 The learner is able to recall the main features of Din-i-Ilahi (Knowledge)

1.3 The learner is able to recognise the portrait of Akbar (Knowledge)

Teaching Aids:

Black-board, chalk, roller board, duster, chart on Akbar etc.

Motivation:

In order to motivate the students, the pupil teacher will ask the following questions:-

Q.1. Who was the third great Mughal emperor?

A.1. Akbar was the third great Mughal emperor.

Q.2. When was Akbar born?

A.2. Akbar was born in 1542 A.D.

Q.3. What was the important feature of Akbar's

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administration?

A.3. Mansabdari system was the important feature of Akbar's administration.

Q.4. Which religion was introduced by Akbar?

A.4 Students may or may not be able to answer this question, then the P. T. will announce the topic.

Announcement of the topic:

Well students today we will learn about the religious policy of Akbar.

Pupil-Teacher Activity	Pupil Activity	B.B. Summary
The pupil teacher will tell students that Akbar was born in 1542 A.D.	Students are listening and observing.	Akbar was born in 1542 A.D.
He was only thirteen years old when his father, Humayun, died and he was proclaimed the king.		Humayun Died
The pupil-teacher will tell the students that Bairam Khan became the regent of Akbar.		
The pupil teacher will ask the students, who was the helper and guardian of Akbar?	Bairaim Khan was the helper and guardian of Akbar.	Bariam Khan
The pupil teacher will ask the students to name some of the religions followed in India.	Hinduism, Islam, Jainism and Christianity.	
The pupil teacher will tell the students that Akbar was very interested in the problems of religion. He felt that every religion pointed towards God.	Pupils write on their note books	
He also wanted to find a way which would be common to all religions and would unite all people.	New religious dream, unity in all people	New religious dream, unity of all people.

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Pupil-Teacher Activity	Pupil Activity	B. B. Summary
The people teacher will tell the students that one of the buildings at Fatepur Sikri was known as the 'Ibadat khana'.	Pupils write on their note books	Building at Fathepur Skiri was known as Ibadat-Khana.
The pupil teacher will ask the students, who was the founder of Christianity?	Lord Jesus Christ	
The pupil teacher will tell the students that Akbar felt that he had found the way. He did not create his own religion.	Pupils write on their note books	He did not create his own religion
The pupil teacher will ask the students, what is your religion?	Hinduism is our religion	Hinduism
She will tell the students that Akbar suggested a new religious path. This was based on the common truth of all religions and rules were taken from various religions. This religious path was latter referred to as the Din-i-Ilahi.	New religious path was based on the common truth of all religions and rules were taken from various religions. This religious path was later referrd to as Din-i-Ilahi	Akbar's new religious policy was Din-i-Ilahi
The pupil teacher will tell the students that Akbar discouraged the killing of animals and he also disapproved cruel punishments. He strongly disapproved of women becoming satis on the death of their husband.	Pupils write on their note books	Akbar discouraged the killing of animals, cruel punishmnets and disapproved the Sati system
The pupil teacher will ask, why do we sing National Anthem?	For the country's peace, tolerance and unity.	Peace, tolerance and unity

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Pupil-Teacher Activity	Pupil Activity	B. B. Summary
The pupil teacher will ask the students, why are children, given awards on Republic Day?	For being bold and fearless	For being bold and fearless
Then the pupil teacher will tell the students that Akbar had one great quality. He was fearless. He showed boldness and courage in physical feats when he rode and tamed angry elephants across a river in full flood.	Pupils are listening and write in their note books	Akbar was fearless He showed boldness and courage in physical feats.
The pupil teacher will tell the students that Akbar's great dream was that India should be united as one country.	Akbar's great dream was that India should be united as one country.	India should be united as one country.
The pupil teacher will tell the students that when Akbar died in 1605, he was buried in a tomb at Skindra near Agra.	Akbar died in 1605 and ws burried in a tomb which he had started building for himself at Sikandra.	Akbar died in 1605 and burried in a tomb at Sikandra

Closure:-

Q.1. What was Akbar's new religious policy?

A.1. Akbar's new religious policy was Din-i-Ilahi.

Q.2. What was the main dream of Din-i-Ilahi?

A.2. Peace, tolerance and unity was the main dream of Din-i-Ilahi.

Q.3. What was the main dream of Akbar?

A.3. Unity in all people.

OUT PUT

REAL LEARNING OUTCOMES:

Q.1. Akbar was born in 1542 A.D.

Q.2. Akbar was interested to solve all problems of religion.

Q.3. Religious meetings were held in Ibadat Khana.

Q.4. Akbar's new religious policy was Din-i-Ilahi.

Q.5. The purpose of Din-i-Ilahi was peace and tolerance.

Home Assignment:

Explain the Religious policy of Akbar.

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LESSON NO.9 (RCEM Approach)

Name of the school :

Class : 9th

Average Age of Pupils : 13+ Years

Subject : History

Topic : The Early Life and Administration of Jahangir

Time : 35 minutes

Date :

A INPUT

A_1 Teaching Points

I. **Early life of Jahangir:**

1. Before becoming the king, Jahangir was the governor of Avadh and Bengal. Jahangir became king in 1605 A.D.
2. He was well-read and fond of literature. He wrote a book, Tuzuk-i-Jahangiri. It provides us information about his personality and reign.

II **Jahangir's administration:**

1. In 1611 Jahangir married Nur Jahan. She was a beautiful and an intelligent woman. Jahangir used to take her advice on many matters.
2. The English were getting interested in the possibilities of trade in India. The English King sent his ambassador to the court at Agra.
3. One of the things for which Jahangir is remembered, is his 'chain of justice'. He wished his officers to deal justly with his subjects.

A_2 Objective of the lesson:

To acquaint the students with the early life and administration of Jahangir.

A_3 Expected Behavioural Objective (E.B.Os):

1.1 The learner is able to recall the early life of Jahangir. (Knowledge)

1.1 The learner is able to recall the name of the book Tuzuk-i-Jahangiri. (Knowledge)

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1.2 The learner is able to reason out why English were interested in India? (Application)

1.2 The learner is able to reason out, why is Jahangir remembered? (Application)

A_4 **Teaching Aids:** Black-board, chalk, duster roller-board, portrait of Jahangir etc.

B Process

B_1 **Motivation:** In order to motivate the students, the pupil-teacher will ask the following questions:-

Q.1. Who was the founder of Mughal dynasty?

A.1. Babar was the founder of Mughal dynasty.

Q.2. Who was the son of Babar?

A.2. Humayunm was the son of Babar.

Q.3. Who started Din-i-Ilahi religion?

A.3. Akbar started Din-i-Ilahi religion.

Q.4. What was the name of Akbar's son?

A.4. Jahangir was the name of Akbar's son.

Q.5. What do you know about the early life and administration of Jahangir?

Students may or may not be able to give the answer of this question, then the pupil-teacher will announce the topic.

B_2 **Announcement of the topic :**

Well students, today we will discuss the early life and administration of Jahangir.

B_3 **Presentation :**

Pupil-Teacher Activity	Student Activity	Use of B.B.
The pupil teacher will tell the students that before becoming king, jahangir was the governor of Avadh and Bengal.	Students are taking notes	Before becoming king, jahangir was the governor of Avadh and Bengal.
On the death of Akbar in 1605, Jahangir became king in 1605 A.D.		On the death of Akbar in 1605, Jahangir became king in 1605 A.D.

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Pupil-Teacher Activity	Student Activity	Use of B.B.
The pupil-teacher will tell the students that Jahangir was fond of literature and was well-read. He wrote in a fine Persian style as could be seen from his memoirs, Tuzuk-i-Jahangiri.	Students are taking notes	Jahangir was fond of literature and was well-red. He wrote in a fine Persian style as could be seen from his memoirs, Tuzuk-i-Jaha-ngiri.
This provides us information about the personality, the reign, and the administration of Jahangir.	Students are taking notes	It provides us information about the personality, the reign, and the administration of Jahangir.
In . 1611 Jahangir married Nur Jahan who was a beautiful and an intelligent woman.	Students are taking notes	In 1611 Jahangir married Nur Jahan who was a beautiful and an intelligent woman.
Jahangir fell ill for a long period and during this time Nur Jahan looked after the affairs of the kingdom and ruled the empire.	Students are taking notes	Jahangir fell ill for a long period and during this time she looked after the affairs of the kingdom and ruled the empire.
Jahangir used to take her advice on every thing that was important.	Students are taking notes	Jahangir used to take her advice on every thing that was important.
She became so powerful that even coins were issued in the name of Jahangir and Nur Jahan.	Students are taking notes	She became so powerful that even coins were issued in the name of Jahangir and Nur Jahan.
In the period of Jahangir, the king also got	Students are taking notes	In the period of Jahangir, the king

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Pupil-Teacher Activity	Student Activity	Use of B.B.
interested in various things.		also got interested in various things.
During Jahangir's reign, the English king sent his ambassador, Sir Thomas Roe, to the Court of Agra.	Students are taking notes	During Jahangir's reign, the English king sent his ambassador, Sir Thomas Roe, to the Court of Agra.
The pupil teacher will tell the students that Sir Thomas tried to persuade Jahangir to sign a trade agreement with the English, but the emperor would not do so.	Students are taking notes	Sir Thomas tried to persuade Jahangir to sign a trade agreement with the English, but the emperor would not do so.
One of the things for which Jahangir is remembered is his 'Chain of Justice'. He wished his officers to deal justly with his subjects.	Students are taking notes	One of the things for which Jahangir is remembered is his 'Chain of Justice'. He wished his officers to deal justly with his subjects.
The pupil teacher will tell the students that the emperor had a long golden chain made and to which bells were attached, and tied it to the wall of the palace.	Students are taking notes	Jahangir had a long golden chain made and to which bells were attached, and tied it to the wall of the palace.
Jahangir announced that anyone who felt that he had been unjustly treated by the govemment, could pull at the chain any time and make his complaint before the emperor.	Students are taking notes	Jahangir announced that anyone who felt that he had been unjustly treated by the government, could pull at the chain any time and make his complaint before the emperor.

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B_4 Closure:

Before becoming the king, Jahangir was the governor of Avadh and Bengal. He became king in 1605 A.D. He wrote a book, Tuzuk-i-Jahangiri. In 1611, Jahangir married Nur Jahan.

She was a beautiful and an intelligent woman. Jahangir used to take her advice on everything that was important. The English were also getting interested in the possibilities of trade with India. One of the things for which Jahangir is remembered, is his 'chain of justice'.

C. Output :

C_1 Real Learning Outcomes (R.L.Os) :

Q.1. When did Jahangir become king?

A.1. Jahangir became king in 1605 A.D.

Q.2. What is the name of the book written by Jahangir?

A.2. Tuzuk-i-Jahangiri is the name of the book written by Jahangir.

Q.3. Why were the English interested in India?

A.3. The English were interested in India for trade.

Q.4. What was the name of the ambassador sent by the English King to the Court at Agra?

A.4. Thomas Roe was the name of the ambassador sent by the English king to the Court at Agra.

Q.5. Why is Jahangir remembered?

A.5. He is remembered for his 'chain of justice'.

Q.6. Fill in the blanks:-

It was during the reign of Jahangir that the English king sent his ambassador Thomas Roe to the Court at Agra.

C_2 Home assignment

Q.1. When did Jahangir become king?

Q.2. What is the name of the book written by Jahangir?

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LESSON No. 10 (RCEM Approach)

Identification Data

Name of the school:
Class : 9th
Average Age of Pupils: 14+ years
Subject: History
Topic Administrative structure, policies and impact of British Rule in 19th century India
Time 30 Minutes
Date:

A INPUT

Teachind points:-

1. In the first half of the century, efforts were made to eradicate some of the social evils.
2. The marriage of girls was soleminized at a very young age.
3. The greatest achivement of that time was banning Sati system.
4. A law was passed in 1843 which made slavery illegal in India.

Objective of the lesson:

To acquaint the students with the social legislation of the British Government in India.

E.B.Os:

(1.1) The learner is able to recall the status and position of women in 19th century India.
(1.1) The leaner is able to recall the meaning of Sati system and Parda system.(knowledge)
(2.3) The learner is able to discriminate the work of different social reformers. (Understanding).

Teaching Aids:

Black-board, chalk, duster, chart showing prevalent social evils in 19th century India.

PROCESS

Motivation:

Q.1 What is the name of our country?
A.1 The name of our country is India.
Q.2 What are the present social evils in India?
A.2 Dowery system and caste system are common social evils in India.

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Q.3 What were the social evils during 19th century India?

A.3 Sati Pratha caste system, parda system etc., were the social evils of 19th century India.

Q.4 How were these social evils stopped?

A.4 These social evils were stopped by social reformers and social legislation.

Q.5 Which was the law that removed Sati system in India?

A.5 Students may of may not be able to answer the question.

Announcement of the Topic:

Well students, today we will learn about social legislation regarding the burning alive of the widows in the pyre of their husbands in 19th century India.

Presentation:

Pupil-Teacher Activity	Pupil Activity	B.B. Summary
1. By showing the chart of social evils, she will ask the students, what are the social evils of India?	Dowery system, caste system and parda system are the main social evils of India.	Showing chart of social evils
2. The pupil teacher tells the students that many customs and policies had grown in Indian society.		
3. The victims of some of the worst practices were children, particularly female children, women and people beloning to low castes.		
4. Who ruled over India in 19th century?	The British ruled over India in 19th century.	
5. Some of the Britihshers were influnced by human and radical ideas.		
6. The practice of killing infant girls was prevalent in some parts of th country.		The practice of kiling infant girls was prevalent in

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Pupil-Teacher Activity	Pupil Activity	B.B Summary
		some parts of the country.
7. When was the marriage of girls arranged?	The marriage of girls was arranged in very early young age.	
8. Heavy expenditure had to be incurred by the parents for their daughters marriage. If daughters remained unmarried, it was considered a matter of disgrace to the family.		
9. To avoid this, many infant girls were killed at birth.	Students are listening	Many infant girls were killed at birth.
10.The government stopped this inhuman practice.		
11. What was the position of women in Indian society?	The position of Indian women was worst.	
12.In some sections, the widows could not remarry and were doomed to lead a miserable life.		
13.The most barbarous practice prevalent among Hindus was, the burning of a widow on the pyre of her husband. This is known as Satidaha or Sati.		The practice of burning a widow on the pyre of her husband.
14.The British Government in India banned this practice in 1829.		The Government banned Sati system in 1829.
15 Raja Rammohan Roy and Ishwar Chandra Vidyasagar helped in banning this practice.		Raja Rammohan Roy, and Ishwar Chandra Vidyasagar helped.
16.The Government Passed the Widow Remarriage Act		The Widow Remarriage Act

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Pupil-Teacher Activity	Pupil Activity	B.B Summary
in 1856.		passed.
17. There had been a regular trade of slaves in India on a large scale.	Students are listening and interactive.	Slave trade.
18. Slaves were used mostly for domestic work. Sometimes they were exported to other British colonies.		
19. A law was passed in 1843 which made slavery illegal in India.		A law was passed in 1843 which made slavery illegal in India.

Closure:

Q.1 When did social evils and bad customs develop in Indian society?

A.1 In the first half of the 19th century there were many evil practices and customs which had grown in the Indian society.

Q.2 What was the position of women in Indian society?

A.2 The position of women in Indian society was worst.

Q.3 What was done to the newly- born girls?

A.3 The practice of killing newly- born girls was prevalent in some sections of Indian society.

Q.4 What was the greatest achievement of Raja Rammohan Roy in the field of social reforms?

A.4 The greatest achievement of Raja Rammohan Roy in the field of social reform was the abolition of Sati

R.L.Os Fill in the blanks:

1. The position of women in Indian society was (worst).
2. The practice of burning widows on the pyres of their husbands, is called (Satidaha).
3. Sati system was abolished in(1829).
4. A law was passed in 1843 which made slavery(illegal).
5. The greatest achivement of Raja Rammohan Roy was to remove the practice of (Sati).

Home Assignment:

Q. What steps had been taken to remove the social evils in India ? Discuss in detail.

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Lesson No.11 (RECM Approach)

Rool No.	
Name of the school	
Class	8th
Average age of the pupils	13+
Subject	History
Topic	Our Courts
Sub-topic	Supreme Court of India
Time duration	35 Minutes
Date	

Input :

Teaching Points :

1. The highest Court of Justice in our country is the Supreme Court. 2. The seat of of Supreme Court is in New Delhi 3.The Chief Justice is appointed by the President of India 4. The Judges can only be removed by the President on the grounds of proved misbehaviour and incapability. 5. The Supreme Court hears and decides both criminal and civil cases 6. India has a single unified judicial system.

Obectives of the lesson:

To acquaint the sudents with Supreme Court of India.

Expected Behavioural Objectes (E.B.Os) :

1.1 The learner is able to recall that Supreme Court is the highest court of India. (Knowledge)

1.1 The learner is able to recall the function of the Supreme Court of India (knowledge)

1.2 The learner is able to recognise the Chief Justice and other Judges on the chart. (knowledge)

1.2 The learner is able to recognise civil and criminal cases on the chart . (knowledge)

Teaching Aids :

Black-Board, chalk, duster, roll board, chart of Supreme Court (Chief Justice and other Judges) and chart of civil cases and criminal cases.

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Process :

Motivation :

Q1	In which country do you live?
A1	We live in India
Q2	What form of government India has?
A2	India has a democratic form of government.
Q3	What are the three organs of government?
A3	The three organs of government are (1) Legislature (2) Executive (3) Judiciary
Q4	What is the function of legislature?
A4	The legislature makes or legislates the laws of the country.
Q5	What is the function of the executive?
A5	The executive implements the laws.
Q6	What is the function of judiciary?
A6	The function of judiciary is to decide disputes according to set laws.
Q7	What do you know about the Supreme Court of India?
A7	Students may or may not he able to answer the question, then the pupil- teacher will announce her topic

Announcement of the topic:

Well students today will study the Supreme Court of India.

Presentation:

Pupil-Teacher Activity	Student Activity	Use of B.B.
The P. T. will ask students, why do disputes take place?	None is ready to accept himself as a wrong doer. This gives rise to a dispute.	
The P. T. will ask the students, name the capital of India?	Delhi is the capital of India	
Seat of Supreme Court: The highest court of justice in our country is the Supreme		Seat of Supreme Court is in New Delhi

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Pupil-Teacher Activity	Student Activity	Use of B.B.
Court. The seat of Supreme Court is in New Delhi.		
The pupil-teacher will show the Chief Justice and other Judges on the chart	Students will also locate Chief Justice on the Chart	Chart
The Supreme Court consists of a Chief Justice and not more than 25 Judges. The number of judges can be changed by an act of Parliament.		One Chief Justice and 25 Judges
Who selects the monitor in your class?	Students/teachers select the monitor in our class	
Appointment of the judges The Chief JUstice is appointed by the President of India. Other judges are also appointed by the President of India, in consulation with the Chief Justice of the Supreme court.		Chief Justice and other Judges are appointed by the President of India.
The pupil teacher will show a picture of an advocate on the chart and ask the students to locate the advocate on the chart.	Students will locate the advocate on the chart	Chart
Necessary Conditions:		
1. A Judge of the Supreme Court must be a citizen of India. He must have legel training and good legal back-ground.		Citizen of India
2. He must have been an advocate for at least 10 years.		Advocate at least 10 years.
3. He must have worked as a		Should have

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Pupil-Teacher Activity	Student Activity	Use of B.B.
Judge of state High Court for at least five years.		worked for 5 years as a Judge in the High Court.
Functions of the Supreme Court:		
Supreme Court can hear and decide both civil and criminal cases		Civil and criminal cases.
Civil Cases:		
The pupil- teacher will locate civil cases on the chart.	With the help of pupil teacher, the students will also locate civil cases on the chart	Chart
The Supreme Court can hear and decide civil cases, which are cases of theft, robbery, murder etc.		Theft, robbery and murder
Criminal cases:		
The pupil-teacher will locate criminal cases on the chart.	With the help of pupil teacher, the students will also locate on the chart.	Chart
The Supreme Court can also hear and decide these cases.		
The criminal cases are concerned with public property, contracts, damage to goods in trains etc.		Public civil and criminal cases are decided.
The pupil-teacher will ask the students, what is the retirement age of a government servant?	58 years	
Age of retirement of judges:		
The Judges of the Supreme Court retire at the age of 65 years. Once oppointed, they can only be removed by the		Judges can only be removed by the President on the grounds of proved

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Pupil-Teacher Activity	Student Activity	Use of B.B.
President on grounds of proved misbehaviour and incapability. The Parliment must pass a resolution by a two-third majority.		misbehaviour and incapability.
Single Unified Judicial System:		
Now the P. T. will ask students, who is the head or supreme in your school?	Headmaster is the head of the school.	
The Supreme court also stands at the top. All other courts in our country are supordinate to this body.		
India has a single unified judicial system.		Single unified judicial system.

Closure:

Q1 Where is the seat of Supreme Court?
A1 The seat of Supreme Court is in New Delhi.
Q2 Who appoints the Chief Justice of the Supreme Court?
A2 The Chief justice is appointed by the President of India.
Q3 How can the Judges of Supreme Court be removed?
A3 They can only be removed by the President on grounds of proved misbehaviour and incapability.
Q4 What are civil cases?
A4 The civil cases are theft, robbery, murder etc.
Q5 What are criminal cases?
A5 The criminal cases are concerned with public property, contracts, damage to goods in trains etc.

Real Learning Outcome (R.L.Os) :

Fill in the blanks

(1) The highest court of justice in our country is called (Supreme Court)
(2)It consists of a (Chief Justice) and a number of (25) judges.
(3) The judges of the Supreme Court retire at the age of (65) years.
(4) The judges of the Supreme court can only be removed by the (President)
(5) The Supreme Court can hear (civil) and (criminal) cases.
(6) India has a single unified (judicial) system.

Home Assignment: Q: Explain the appointment of Judges.
Q. Explain the functions of the Supreme Court of India.

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Lesson No.12 (RECM Approach)

Roll No:

Name of the school:

Class: 9th

Age: 14+

Subject: History

Topic: Religious and Social Rerform Movements and Cultural Awakening

Sub-topic: Social Rerforms of Ramakrishna Mission and Swami Vivekanand

Time duration: 30 minutes

Date:

B-1 INPUT:-

Teaching Points:

1. Ramakrishna Parmanhansa was the important reformer of the later half of the 19th century in India.
2. Ramakrishna Mission was founded in 1897 A.D by Vivekananda, his favourite chisciple.
3. The MIssion's main task was estalilishing hospitals and educational instititions.
4. Vivekananda was born in 1863 A.D. He deeply studied Indian and Western Philosophies.
5. In 1893 A.D. he participated in the All World Religions Meeting in Chicago (U.S.A)

B-2 Objectives of the lesson:

To acquaint the students with the social reformes of Ramakrishna Mission and Swami Vivekanand.

Expected Behavioural Objectives(E.B.Os):

1.1 The learner is able to recall the life of Ramakrishna. (Knowledge)

1.1 The learner is able to recall the life of Swami Vivekanand. (knowledge)

2.1 The learner is able to see the relationship between the reforms of Ramakrishna and named Swami Vivekanand. (Understanding)

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2.2 The learner is able to cite examples of different social reformers.(Understanding).

Teaching Aids:

Roller board, black board, duster,chalk, portraits of Ramakrishna Parmahansa and Swami Vivekanand, map of India, map of world etc.

Process:

Motivation:

In order to motivate the students, the pupil teacher will ask the folowing questions:

Q1 Who were the social reformess of India during the 19th century?

A1 SwamiDayanand, Raja Rammohan Roy etc, are the social reformers of 19th century India.

Q2 Name the social reformer who abolished the Sati Pratha?

A2 Raja Rammohan Roy was the reformer who abolished the Sati Pratha.

Q3 Who was the founder of Ramakrishna MIssion?

A3 Students may or may not he able to answer the question.

Announcment of the Topic:

Well students, today we will learn about the social reforms of Ramakrishna Mission and Swami Vivekananda.

Presentation:

Pupil-Teacher Activity	Pupil Activity	B.B. Summary
1) By showing a chart of Ramakrishna Parmahansa, the teacher will ask students, Whose portrait is this?	Ramakrishna Parmahansa	Ramakrishna Parmahansa
2) The pupil-teacher will tell the students that Ramakrishna was an important social reformer. He was born in 1836 A.D.		Ramakrishna was an important social reformer. He was born in 1836 A.D.
3) Who used to take care of temples?	Priests	

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Pupil-Teacher Activity	Pupil Activity	B.B. Summary
Similarly, R.K.Parmahansa was also a priest in a temple at Dakshineswar near Calcutta.		R.K.Parmahansa was also a priest in a temple at Dakshineswar near Calcutta.
4) Then the students with the help of the P.T.will locate Calcutta on the map of India.	Students will locate Calcutta on the map of India	Map
5) Why do you go to a temple?	For peace of mind.	
6) After comming in contact with the leaders of other relions, he accepted the sanctity of all faiths by their simplicity of character.		He accepted the sanctity of all faiths by their simplicity of character.
7) Who was the founder of Vishwa Bharti?	Rabindra Nath Tagore	
8) Similarly, R.K.Mission was founded in 1897 A.D. by Swami Vivekananda		R.K.Mission was founded in 1897 A.D. by Swami Vivekananda
9) Swami Vivekananda was his favourite discipline. The Mission stood for social service "The best way to serve God is to serve mankind " was its matto.		The Mission stood for social service "The best way to serve God is to serve mankind " was its matto.
10) R.K.Mission since its heginning has grown into a very powerful centre for various public activities.The Mission estalibished hospitals and educational institutions		The Mission has grown into a very powerful centre for various public activities.The Mission estalibished hospitals and educational institutions.
11) Then the P.T.will ask the students to give the name of an important social reformer.	Swami Dayanand	

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Pupil-Teacher Activity	Pupil Activity	B.B. Summary
12) Then the P.T will show the portrait of Swami Vivekananda, and ask the students, whose portrait is this?	Swami Vivekananda.	Swami Vivekananda.
13) Swami Vivekananda was born in 1863 A.D. R.Krishna was the Guru of Swami Vivekananda. He studied deeply the philosophies of India and the Wesr, but could not find peace of mind until he met Ramakrishna.		Swami Vivekananda was born in 1863 A.D. R.K.was the Guru of Swami Vivekananda.
14) What were the major reforms made by Raja Rammohan Roy?	Abolition of Sati Pratha, Purdha Pratha and he took steps against child marriage	
15) Similarly, Swami Vivekananda took upon himself the task of awakening his countru men and reminding them of their weakness. He inspired them to struggle in life and carve out a new state of things.		The task of awakening his countru men and reminding them of their weakness.
16) Sympathy for the poor, and bread for the hungry mouths, and enlightenment to the people at large.	Students will locate map of U.S.A. on the map of World	Sympathy for the poor, and bread for the hungry mouths, and enlightenment to the people at large.
17) He participated in the All World Religions Conference at Chicago (USA). His address there		He participated in the All World Religions Confer-ence at Chicago (USA).

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Pupil-Teacher Activity	Pupil Activity	B.B. Summary
made a deep impression on the people of other countries, and thuschelped to raise the prestige of Indian culture in the eyes of the world.		
18) Then the students, with the help of the teacher, will locate USA on the map of world.	The students will locate U.S.A. on the map of world	Map

Closure:

Q.1. When was Ramakrishna born?

A.1. Ramakrishna was born in 1836 A.D.

Q.2. Who was the Guru of Swami Vivekananda?

A.2. Ramakrishna was the Guru of Swami Vivekananda.

Q.3. When was Swami Vivekananda born?

A.3. Swami Vivekananda was born in 1863 A.D.

Q.4. When was Ramakrishna Mission founded?

A.4. Ramakrishna Mission was founded in 1897 A.D.

Q.5. What difference do you find in the philosophies of Ramakrishna and Vivekananda?

A.5. Ramakrishna laid stress on spirituality whereas Vivekanand laid stress on the good views of Western culture and also on spirituality.

R.L.Os:

True or False:

1. Vivekananda could not find peace of mind until he met Ramakrishna.(True).
2. Vivekananda took upon himself the task of awakening his country.(True).
3. Social reformers of india are Swami Dayanand,Swami Vivekananda, and Raja Rammohan Roy.(True)
4. Swami Vivekananda was born in 1836.(False)

Match the two columns:

1) Ramakrishna was born in	a)	1897
2) Swami Vivekananda was born in	b)	1836
3) Ramakrishna Mission was founded in	c)	1863

Ans:- 1 - b, 2 - c, 3 - a

Home Assignment:

Q. Write a short note on Ramakrishna Permahansa and Swami Vivekananda.

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IMPORTANT LANDMARKS IN THE INDIAN FREEDOM MOVEMENT (1885-1947)

1885 On December 28 the first session of the INC was held in Mumbai.

1896 Swami Vivekananda founded the Ramakrishna Mission.

1905 The Servants of India Society found. Bengal's partition declared by Lord Curzan (to come in force from 15.10.1906)

1906 On December 31 the Muslim League founded.

1907 Split in INC at Surat.

1909 Indian Council's or Minto-Morley Reforms on May 21.

1913 At San Francisco (Nov. 1) Ghadar Party formed for organizing rebellion in India.

1914 On Sept. 29 'Kamagata Maru' ship reached Calcutta and passengers fired at.

1915 Gandhi arrived in India.

1916 On April 28 Tilak founded Indian Home Rule League with Poona as H.Q.

1916 On Sept. 25 Annie Besant started another Home Rule League.

1916 B.H.U. founded.

1917 To highlight problems of Indigo planters, Gandhi launched the Champaran campaign in Bihar.

1918 In April Rowlatt report submitted.

1919 On Feb. 16, Rowlatt Bill introduced. On April 6 all-India Hartal against the Bill.

1919 On April 13 Jallianwala Bagh tragedy at Amritsar (Pb)

1920 All India Trade Congress had its first meeting.

1920 A.M.U. founded.

1920 In Dec. Non-Cooperation resolution adopted by the Indian National Congress.

1920-22 After the violent incidents at Chauri Chaura the Non-Cooperation Movement suspended on Feb. 11-12, 1922.

1921 In August Moplah Rebellion took place on the Malabar coast.

1923 On Jan. 1, M.L.Nehru and

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others founded Swarajist Party.

1924 From Kanpur the C.P.I. started its first activities.

1925 In August looting of train at Kakori railway station -- Kakori Conspiracy Case.

1928 In Feb. the Simon Commission arrived in Bombay, and all-India hartal. The police assaulted Lala Lajpat Rai at Lahore.

1928 The principles of new Constitution of India recommended in Nehru Report.

1928 Lala Lajpat Rai died on Nov. 17.

1929 To take effect from 1930, the Sarda Act passed, prohibiting marriages of girls below 14 and boys below 18 years of age.

1929 On March 9, All Parties Muslim Conference framed 14-points under Jinnah's leadership.

1929 On April 8 Bhagat and Batukeshwar Dutt dropped bombs in the Central Legislative Assembly.

1929 On Sept. 13 Jatin Das died in jail after 64 days of fast.

1929 On Dec. 31 the goal of Complete Independence for India adopted at Lahore session.

1930 On Jan. 1, J.L.Nehru hoisted the tricolour at Lahore for the first time.

1930 On Jan. 26 the first Independence Day observed.

1930 Beginning from Dandi (March 12 to April 5) Gandhi launched the Civil Disobedience Movement.

1930 On Nov. 12 the first R.T.C. began in London.

1931 On March 5, Gandhi--Irwin Pact signed. Civil Disobedience Movement suspended.

1931 Bhagat Singh, Raj Guru and Sukh Dev executed on March 23.

1931 On Sept. 7 the second R.T.C. began.

1931 On Dec. 28, Gandhi returned from London after the deadlock over second R.T.C. The Br. Govt. launched repressive measures.

1932 On Jan. 4, Gandhi arrested and imprisoned without trial.

1932 'Communal Award'

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declared by the Br. P.M., Ramsay Mac Donald to grant separate electorate to Harijans on Aug. 16.

1932 Gandhi arrested on Nov. 17 and his 'fast unto death' against Communal Award on Sept. 26 after the Poona Pact.

1932 On May 9 Gandhi released from jail as he began his fast for self-purification. Civil Disobedience suspended by INC but Satyagraha by individuals allowed.

1932 On Nov. 17th the third R.T.C. began in London (Nov.17- Dec. 24)

1934 Gandhi withdrew from active politics, devoted himself to Constructive Programmes (1934-1939).

1935 On August 4 the Govt. of India Act passed.

1937 Under Act 1935 elections held in India (Feb. 1937); INC formed ministries in 7 provinces in July 1937.

1938 On Feb. 19-20, S.C. Bose elected as Congress President.

1939 INC held its Tripura session Mar. 10-12

1939 World War II on Sept 1. Great Britain declared war on Germany. Viceroy declared India too at war.

1939 The Congress ministries in the provinces resigned Oct. 27-Nov. 5 against war policy of the Br. Govt.

1939 On Dec. 22 the Muslim League observed Deliverance Day.

1940 'August Offer' announced by Viceroy Linlithgow on Aug 10.

1940 CWC rejected the August Offer Aug 18-22

1941 On Jan. 17, S.C. Bose escaped from India and arrived in Berlin on Mar 28.

1942 On March 11, Sir Stafford Cripps arrived Delhi. On April 10, INC rejected the Cripps Proposal, breakdown of the Cripps negotiations.

1942 On Aug. 7-8 INC met at Mumbai and adopted Quit India Resolution.

1942 On Aug. 9, Gandhi and other Congress leaders arrested.

1942 On Aug. 11 the Quit India Movement began.

1942 On Sep.1, S.C. Bose

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founded INA at Singapore.

1943 On Oct 21, S.C. Bose declared the formation of the Provisional Govt. of Free India.

1943 In Dec. 'Divide & Rule' slogan was adopted by Karachi session of the Muslim League.

1944 Simla Conference called on Mar. 25 by Wavell.

1946 Indian Naval Ratings in Mumbai revolted on Feb. 18.

1946 On Mar. 24, the Cabinet Mission arrived New Delhi and on May 16 issued proposals.

1946 J. L. Nehru became Congress President on July 6.

1946 On Sept. 2, Interim Govt. took office.

1946 On Dec.9, first session of the Constituent Assembly of India started on, but boycotted by M. League.

1947 On Feb. 20, the Br. P.M. Attlee declared that Br. Govt would leave India upto June, 1948.

1947 Lord Mountbatten the last Viceroy and the G.G. of India sworn in . (Mar. 24, 1947-June 21, 1948)

1947 Announcement of the partition of India under Mountbatten Plan on June 4 and transfer of power to take place on Aug. 15.

1947 Indian Independence Bill introduced in the House of Commons and passed the Br. Parliament on July 15.

1947 India attained freedom in Aug. 15

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Appendix No. I

List of Films and Filmstrips on History and Civics

Films on History

S.No.	Title	Source
01.	Page from History	A.V.L.
02.	Page from History A	C.F.L
03.	Indus Valley Civilization	A.VL.
04.	Indus Valley Civilization	C.F.L.
05.	Hundred Years of Archaeology	A.V.L.
06.	Cave Temples in India Pt-I	-do-
07.	Cave Temples in India Pt- II	-do-
08.	Cave Temples of India Series (Buddhist)	C.F.L.
09.	Jain Temples in India	-do-
10.	Hill Temples of Gujrat	-do-
11.	Immortal Stupas	-do-
12.	Seven Pagodas (Mahabalipuram)	A.V.L
13.	Magnificent Memory	-do-
14.	Citadels of Chivalry (Forts of Rajasthan)	-do-
15.	Citadels of Chivalry (Forts of Rajasthan)	C.F.L.
16.	Capital Story	-do-
17.	Thousand Years of Gujrat	-do-
18.	Rajgir	-do-
19.	Forgotten Empire (Vijaynagar)	-do-
20.	Rajput Story (Ancient Monuments of Rajasthan)	-do-
21.	Ganga Ki Lahren, Nalanda	-do-
22.	Romance of Indian Coin	-do-
23.	Romance of Indian Coin	A.V.L.
24.	Dilli-hi-Kahani	-do-
25.	Yatree (Visit to Ajanta and Ellora Caves)	A.V.L.
26.	Malwa	C.F.L.
27.	Mughal Glory	A.V.L.
28.	The Mughals	-do-
29.	The Mughals	-do-
30.	The Mughals	-do-
31.	A Day in Mughal Times	-do-
32.	Six Years of Freedom	C.F.L.
33.	Indian Ocean (Growth of the British Empire Round the Indian Ocean)	-do-
34.	Our Constitution	-do-

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Asia

01.	Ancient Mesopotamia	C.F.L.
02.	Turkey	-do-
03.	Jerusalem-The Holy City	-do-

Europe

01.	English History- Earliest Times to 1066	-do-
02.	English History-Norma Conquest of the Fifteenth Century	-do-
03.	English History-Tuder Period	-do-
04.	Stuart Britain	-do-
05.	Unquiet Land (Civil War in England)	-do-
06.	Georgian Background	-do-
07.	Victorian Holiday	-do-
08.	Reformation	-do-
09.	Meaning of the Industrial Revolution	-do-
10.	English History Absolution & Civil War	-do-
11.	English History-19th Century Reforms	-do-
12.	Rise and Fall of Nazi Germany	-do-
13.	Roman Episode (English History-Roman Period)	-do-
14.	French Revolution	-do-

America

01.	The New World	USIS
02.	The True Freedom	-do-
03.	A Nation Sets Its Course	-do-
04.	Coast to Coast	-do-
05.	Home Divided (A)	-do-
06.	Nation Rises (A)	-do-
07.	Hindu America (African)	C.F.L.
08.	Colonial Expansion	-do-

General

01.	The Renaissance	C.F.L.
02.	Ancient World Inheritance	-do-
03.	Evolution and Races of Man	A.V.L.
04.	Story of Prehistoric Man	-do-
05.	Prehistoric Times (World Before Man)	C.F.L.
06.	Prehistoric Times (World Before Man)	A.V.L.
07.	World History, An Overview	C.F.L.
08.	Man and History Culture	-do-
09.	Ancient Egypt	-do-

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Appendix No. II

Filmstrips on History (B/W)

S.No.	Title	Name of the producer/ distributor
01	The Hawai : The Island State	Producer: EBF, USA Distributor: Photophone Pvt. Ltd. 7 Saki Vihar Road, Mumbai
02	The Story of Bapu	Producer: Almeryn Studio, Mumbai Distributor: Christian Association for Radio & T.V. Jabalpur.
03	Medieval Europe	Producer: EBF, USA Distributor: Photophone Pvt. Ltd. 7 Saki Vihar Road, Mumbai
04	Ancient Rome	-do-
05	Cities of Europe	-do-
06	The Age of Exploration	-do-
07	The Rise of Civilization	-do-
08	The Pre-Historic Life	-do-
09	Pasteur & Microbes	Producer: Common Ground, London. Distributor: NEIF, Mumbai.
10	Captain Cook	-do-
11	Florence Nightingale	-do-
12	Mahavira	Indian Book House Pvt. Ltd., Rusi Mansion, 29 Wode House, Mumbai.
13	Christopher Columbus	Producer: Common Ground, London. Distributor: NEIF, Mumbai.
14	Asoka	Indian Book House Pvt. Ltd., Rusi Mansion, 29 . Wode House, Mumbai.

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15	Padmini	-do-
16	Buddha	Producer: Visual Edu. Centre, Mylapore, Madras.
17	Chanakya	-do-
18	Glory of Vijayanagar Empire	Producer: Visual Edu. Centre, Mylapore, Madras.
19	Nagarjuna Konda (Jataka Tales)	-do-
20	Amravati	Producer: Visual Edu. Centre, Mylapore, Madras.
21	Nagaarjuna Konda	-do-
22	Man Through the Ages : Pt. I & II. Pt. 1-25 frames, Pt. II - 31 frames	OTA, NCRT, New Delhi
23	Historical Monuments of Delhi	-do-
24	India Celebrates Independence Day - 40 frames	-do-
25	Nehru, the Architect of Modern India	-do-
26	A Set of 11 Filmstrips On Freedom of India series	Producer & Distributor: A.V. Service, Parbhat Road, Poona-4.

Appendix III

Filmstrips on Civics

S.No	Title	Name of the source manufacture/dealer
01	Civics and Citizenship	Producer: Bhargava & Co.,15, Hamidia Roa, Bhopal.
02	-do-	

Appendix No. IV

Sources of Exhibits

01. Albums of slides showing Architecture, Sculpture, Paintings, Dancing, Music, Puppetry etc.
02. Art Through the Ages
03. Education kit for the Propagation of Fine Art and Culture
04. Indus Valley—Plaster cast 20 pieces, showing seals, toys, etc
05. Paintings—Mughal Paintings, Rajisthan Paintings, Kangra

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Valley Paintings, Famous Modern Artists.

Appendix V

Sources of Films & Filmstrips

01. British Council, Rafi Marg, New Delhi
02. Children's Film Society of India, New Delhi
03. Department of Education/Instruction of each State (Films Division)
04. Min. of Information & Broadcasting, GOI, New Delhi
05. Department of Teaching Aids, N.C.E.R.T., New Delhi.
06. U.S. Information service, Kasturba Gandhi Marg, New Delhi.
07. Films Unit, Sapru House, Bara Khamba Road, New Delhi.
08. Communication Media Centre, U.S. Agency for International Development, Pandara, Road Flats, New Delhi-11.
09. National Film Board of Canada. Office of the High Commissioner of Canada House Annexe, 13 Golf Links, New Delhi.

Appendix VI

Sources of Museum Material

01.	Archaeological Survey of India, Delhi	—Photographs
02.	Calcutta Museum, Calcutta	—Plaster casts
03.	Faculty of Music & Fine Arts, University of Delhi, Delhi	—Album Slides
04.	Lalit Kala Academy, 22, Bahawalpur House, Delhi	—Photographs & Paintings
05.	National Museum , Janpath, Delhi	—Plaster casts

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UNIVERSITY PAPERS

B.ED NEW COURSE AUGUST. 1998

Teaching of History and Civics

Max. Marks: 60 Time Allowed: 3 Hours

Note:- Attempt five questions in all selecting three questions from Part A and two questions from Part B. All questions carry equal marks.

PART: A

1. What do you mean by history ? How is the modern concept of history different from the traditional one. Discuss.
2. In what ways can history be useful in the promotion of "National Integration". Discuss.
3. "History has a positive correlation with Geography and Political Science". Discuss.
4. Describe the application and importance of any one of the following teaching method in history.:-
   a) Source Method. b) Dalton Plan
5. Describe some of the main principles which a history teacher should borne in mind while teaching controversial issues in the class-room.
6. Briefly describe the importance of "Historical Excursion".

PART: B

7. Discuss in detail all the common features of "Bronze-Age" Civilizations.
8. Give a detailed account of the causes responsible for the outbreak of the "French-Revolution".
9. Briefly describe some of the main causes which led to the formation of "Indian National Congress" in 1885.
10. Discuss at length the salient features of Indian Constitution.

B.ED NEW COURSE MAY, 1997

Teaching of History

Max.marks: 60 Time Allowed: 3 Hours

Note:- Attempt five questions in all selecting three questions from Part A and two questions from Part B. All questions carry equal marks.

PART:A

1. Differentiate between aims and values. Discuss the main aims of teaching of history in schools.
2. What do you mean by International Understanding? How can a history teacher help in building this sense among the students?
3. Discuss the importance of Activity in teaching of history. Name different types of a Activities you would use in history.
4. "History without Political Science has no fruit, and Political Science without history has no root". Comment.
5. What methods do you suggest for teaching of history. Discuss the source method in detail ?
6. Write short notes on any two of the following:-
   a) National Integration b) Use of Maps c) Dalton Plan

PART: B

7. Write a detailed account of the Social, Political, Economic and Religious conditions of the people of the Harrapan Culture.
8. What were the main consequences of Industrial Revolution?
9. How did the British adopt the policy of "Divide and Rule"? Discuss its impact before 1919.
10. Discuss in detail the main features of Indian Constitution.

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You have some fundamental duties

under Article 51-A of the Constitution of India

It shall be the DUTY of every citizen of India:-

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- to cherish and follow the noble ideals which inspired our national struggle for freedom;
- to uphold and protect the sovereignty, unity and integrity of India;
- to defend the country and render national service when called upon to do so;
- to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- to value and preserve the rich heritage of our composite culture;
- to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- to safeguard public property and to abjure violence;
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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